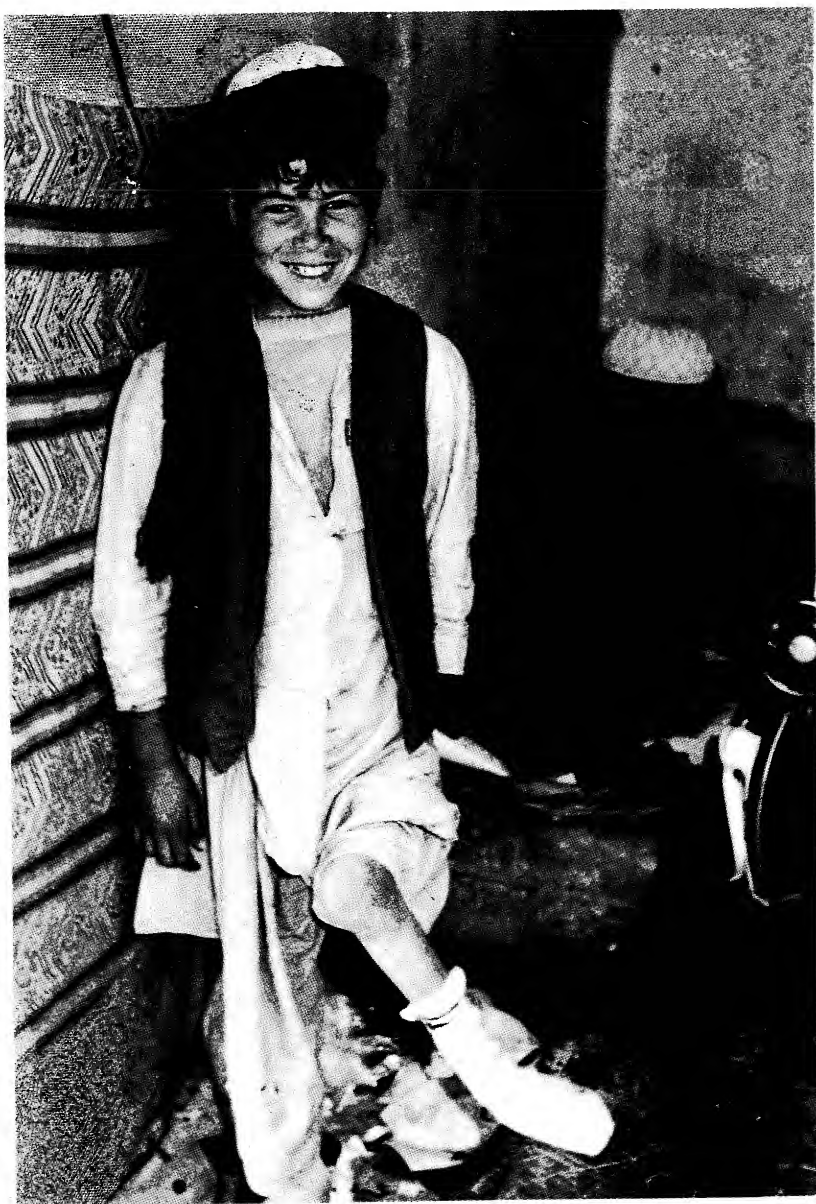


The International Rescue Committee Program for Afghans



Annual Report 1992

International Rescue Committee

Program for Afghans

Annual Report 1992



Left: A medical officer checks a child in the Kahi camp basic health unit (BHU) operated by IRC's Hangu Medical Program. Of the total 308,643 patient visits to IRC's six BHUs in 1992, 31% were children under five years. (Photo courtesy of Jane Schreibman)

Right: Model farm field staff from IRC's Rehabilitation Program for Afghanistan (RPA) weigh a bundle of improved wheat from a farmer's field. In 1992, RPA opened seven new model/demonstration farms, bringing the total to 20 farms in 16 districts of three provinces, and more than doubled its field extension staff. (Photo courtesy of RPA)



Cover Page: This Afghan refugee boy, who is orphaned and disabled, is participating in a tailor apprenticeship program sponsored by IRC's Self-Reliance Program. A total of 46 orphaned boys participated in various apprenticeships during 1992.

IN MEMORY

On December 16th - scarcely a year after the assassination of IRC Language Program Coordinator Engineer Aziz Osmani - IRC was again struck with the tragic loss of a senior manager. Sayed Modassir, was killed by unknown assailants near Jelalabad, Afghanistan. Sayed Modassir and his driver Mohammed Homayoun, who was also killed, were returning to Peshawar from Jelalabad where Modassir had supervised the delivery and distribution of over 10,000 blankets to the families displaced by the fighting in Kabul.

Sayed Modassir, son of Mohammed Yasin, was born in Huni Saidon village of Logar Province in 1960. He graduated from the Faculty of Engineering at Kabul University in 1983. During his years at Kabul University, he was jailed for his anti-communist activities. Fleeing Kabul, Sayed Modassir joined the mujahadin and eventually came to Peshawar, where he worked with a number of different relief agencies. In 1988, Sayed Modassir was hired as an administrator for IRC's primary education programs for refugees. His competence and outstanding character earned him successive promotions until he was named education coordinator in early 1990.

As education coordinator for IRC, Sayed Modassir was responsible for a program which provided teacher training and material support for over 350 community-based schools reaching well over 50,000 Afghan refugee children per year - and another 50,000 children in Afghanistan when the program began cross-border operations in 1992. The program has trained 90 teacher trainers who, in turn, have trained over 3,000 Afghan primary school teachers.

Those who have known Sayed Modassir have known a man of courageous honesty and unshakable dedication to education and to the people of Afghanistan. They have known a sensitive and passionate man who himself would feel every sorrow and setback through these difficult and turbulent years for his homeland.

We have lost Modassir's warm friendship and exceptional character. Modassir's family, his wife and three very young children, have lost a loving father. But perhaps the most tragic loss is Afghanistan's loss of a piece of its future.



Sayed Modassir



Mohammed Homayoun

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FOREWORD

1992 was a dramatic and dynamic year for Afghans and Afghanistan: a year of anticipation, elation and ultimately, disappointment. The communist regime - embossed on the country with the 1979 Soviet invasion - finally collapsed in April after 14 years of struggle, hundreds of thousands of casualties, the displacement of millions of Afghans and the near total destruction of one of the least developed countries in the world. In May, an interim government composed of the leaders of the resistance parties moved into Kabul, declaring sovereignty over the Islamic State of Afghanistan. In the euphoria of the early months, nearly 1.3 million refugees poured over the border from Pakistan, with another 250,000 repatriating from Iran. By mid-summer, as many as 10,000 refugees per day filled the lines of over-loaded lorries winding through the Khyber Pass towards their homeland. With the post-war scarcity of wood in Afghanistan, refugees took their wooden roof beams and window frames with them, leaving their mud-walled homes in the refugee camps to melt like butter in the summer rains.

I was fortunate to be among the early visitors to post-war Kabul, flying in with a UN-sponsored delegation of NGO directors. We visited a number of key ministries, presided over by ministers appointed from the broad spectrum of ethnic and political groups that had fought against the communist regime. At each office, we found the new leadership willing to work with the civil servants who had staffed the ministries under the communists. While there was a sense of the enormous task ahead, there was also a sense of the need for reconciliation. There was an atmosphere of relief, optimism and hope.

As the summer wore on, the euphoria proved to be short-lived and the victory still elusive. The ethnic, political and philosophical cleavages which had lain dormant during the struggle against a foreign regime, again began to resurface. Kabul - the common denominator in a diverse nation of nations - again erupted in fighting and Afghans again sought refuge from the failures of their leaders. The massive repatriation of the early summer turned to a trickle, and camps for the newly displaced sprang up around Kabul and in Pakistan.

The patterns of those who have repatriated have also reflected a complexity that many outside observers had not anticipated. With the repatriation of a third of the overall refugee population of Pakistan, some camps have completely emptied, while others have stayed almost completely full. Repatriation from IRC camps barely reached 13 percent, with over 180,000 remaining in the 13 camps at year's end. Refugees seem to be returning to districts least affected by the sectarian fighting in Kabul and to areas where there have been opportunities over the past few years to begin rebuilding homes, irrigation canals and basic rural economy. While drastic cuts in rations and basic services have made life in the camps increasingly desperate, the alternative is to take one's family to an area where fighting continues, where landmines are strewn randomly though the countryside and where there is no shelter or source of sustenance. For these refugees, homecoming may still be months or years away.

IRC's strategy in 1992 and into 1993 has been to gradually reduce refugee services and increase rehabilitation programs targeted at the districts of origin of the refugees we have served - a strategy which both reflects and encourages the trend toward repatriation. In 1987, refugee services made up 100 percent of the IRC budget. This percentage dropped to 56 percent in 1991 and 48 percent by 1993. In reducing refugee programs, IRC has focused on continuing health services and basic education, while cutting back or closing such popular programs as vocational and language programs and refresher training for construction engineers. Cross-border programs continue to focus on basic agricultural inputs, rural infrastructure, primary education and public health. At the same time that IRC shifts focus to support the repatriation, overall funding for Afghan programs is dropping precipitously with donors focusing on new humanitarian challenges in Bosnia, Somalia and Cambodia. More ironically, we see a loss in rehabilitation assistance to post-war Afghanistan as bilateral donors seek to channel development assistance to the nations of what was the Soviet Union.

As we enter the summer of 1993, Afghans are looking for any hopeful sign that they will not lose their diminishing opportunities to take back to Afghanistan the institutions they have worked so hard to develop in exile.

Randolph B. Martin, Country Director
Peshawar, June, 1993

INTRODUCTION

In early 1980, IRC initiated an emergency medical program in response to the massive influx of Afghan refugees pouring into Pakistan in the wake of the Soviet invasion of Afghanistan. As the war in Afghanistan waged on, the IRC program for Afghans has grown to be one of the largest operations of its kind. By 1992, the IRC program included health and sanitation services reaching 200,000 Afghans in refugee camps, extensive education programs serving over 60,000 Afghans with basic, technical and vocational programs, and income-generation programs which have sought to provide training and income for thousands of Afghans. In 1988, with the growing prospects of peace in Afghanistan, IRC opened cross-border rehabilitation programs now reaching some 20 provinces, though focusing primarily on five bordering provinces from which the bulk of Afghanistan's refugees originated.

1992 - a year marked by a number of dramatic changes in the Afghan political situation - had a significant impact on IRC's programs. The impact was unique and challenging to each program in many different ways. For some, new opportunities abounded to dramatically expand activities, surpassing planned objectives. While for other programs, circumstances required reduced expectations and, in some cases, closure of programs.

In late April, the fall of the communist government in Kabul provided thousands of Afghan refugees the impetus to return to their homelands. By September, UNHCR estimated that more than one million refugees had repatriated. However, despite the unprecedented return of approximately one-fifth of the refugees from Pakistan to Afghanistan, by late fall it was reported that over 2 million refugees still remained in Pakistan. In IRC-served areas, only 13 percent of the refugees had repatriated by the end of December due to lingering security problems and the level of devastation in their homelands. In addition, the outbreak of fighting in Kabul in the late summer resulted in an estimated 70,000 refugees coming to Pakistan during the fall and winter months.

Regardless of these figures, the shift in power prompted the Afghan Interim Government to transfer its ministries to Kabul during the summer. The resulting closure of most Afghan political offices and many party-affiliated schools in Pakistan, and the reduction of many services provided by non-profit agencies left many of IRC's programs scrambling to pick up the pieces. IRC's two primary education programs were swamped with requests for teachers' salaries as well as textbook and material support. After

securing additional funding, the Female Education Program was able to offer support to 16 girls' schools in the fall, and by the end of the year, was supporting 150 classes and 4,024 students. The Primary Education Program continued to fully support 33 community-initiated classes and one boys' primary school. In terms of material and technical support, however, this same program reflected the shift in focus to Afghanistan: the number of refugee schools provided with textbooks and material supplies dropped from over 330 to only 19 by the fall semester. Yet, the program succeeded in distributing over 24,000 textbooks, 107,000 notebooks and other supplies to over 56,000 students attending 200 schools in Logar, Paktika, Paktia and Nangarhar provinces.

Other IRC education programs in the Peshawar area experienced similar demands. In the fall, the Lycee Malalai School for Girls and the Experimental School of the Sciences were filled to capacity and forced to turn students away. At the end of the year, the two schools had a total enrollment of 786 students. The latter converted a new laboratory to a classroom to accommodate extra students. Likewise, IRC's female and male education programs administered entrance exams to enormous groups of applicants, denying hundreds of refugees acceptance to their courses. They also expanded their course selection to allow for greater numbers of students. By the end of 1992, nearly 1,500 females and 2,000 males had attended courses in language skills, professional development, construction-related training and health education training. At IRC's Medical Program, the staff actually noted an increase in the number of seriously ill patients coming to the clinics during the last half of the year. The doctors attributed this to the closure of a non-profit basic health unit in the area and to the decreased resources available to refugees to pay for private medical services.

While the demand for refugee services remained high, IRC's cross-border programs were able to expand into areas opened up by the collapse of the communist regime. It is hoped that the expanded program will provide further incentive to refugee repatriation by directly targeting areas of refugee origin with agriculture, education and public health rehabilitation programs.

As an integral part of nearly every IRC program, training activities took place at many levels and in a number of different fields throughout the year. The Female Education Programs were responsible for conducting teacher training seminars and workshops for

275 early childhood educators, English language teachers and primary school teachers. Between the Primary Education Program and the Teacher Training and Textbooks Program, over 850 primary, middle and secondary Afghan school teachers received pedagogical and subject-matter training. While the school closures in the fall interfered with the teacher training plans in some programs, many of the programs were able to shift their schedules, locations or even their target beneficiaries to maximize the services they were able to offer.



These Afghan girls attend a community-initiated primary class supported by IRC's Hangu Community Education Program. Due to the closure of most other refugee schools during the summer of 1992, the 50 classes supported by the program experienced an increased enrollment of 18% in the fall.

The Rehabilitation Program for Afghanistan spent nearly 1,000 person-days in trainings designed to upgrade the technical and training skills of their field extension staff. Since its inception in 1991, the Rural Assistance Program's Training Unit has provided over 2,400 person-days of training to over 225 field-based staff members of non-profit agencies working in Afghanistan. Lastly, IRC's Medical Program took steps to upgrade the quality of the refresher courses given to the female health workers. During 1992, nine female health trainers attended a one-month basic training course, following which they revised the refresher course curriculum. Over 1,000 female health workers and over 1,700 community health workers attended refresher workshops during the year.

Despite the growth and activity that took place in several of IRC's programs, serious funding constraints coupled with other limitations have required all programs to identify new ways to maximize impact

while limiting costs. In addition, IRC chose to close the following programs during 1992: the Men's and Women's Journalism Programs, the Teachers' Institute, the Hangu English Language Program and the Dari/Pushto Translation Service at the Language Development Program. The latter attempted to operate as a self-sufficient business, but was not able to cover its costs. Lastly, the English Language Program and the English Training and Development Program were combined to consolidate resources and trim the budgets.

The success of IRC's Afghan programs has relied heavily on the commitment and outstanding performance of many devoted employees, managers and coordinators. Likewise, IRC has invested considerable efforts over the years to recruit and train numerous Afghan managers and coordinators, who have played a critical role in the important process of *Afghanizing* IRC's programs. By 1992, the vast majority of the managers and coordinators of refugee programs were Afghan.

However, the success IRC has achieved in bringing Afghans to leadership roles in many programs has reaped both positive and negative results. On the one hand, it has contributed to the appropriateness and sustainability of these programs, while also adding to the corps of professional Afghan managers able to participate in the rehabilitation efforts in Afghanistan. Several IRC Afghan staff were recognized for their expertise and skills in 1992. The Medical Program coordinator and the director of the Wheat-Based Oral Rehydration Therapy project were both honored by invitations to present papers at an international conference on diarrhoeal management in Karachi, Pakistan. Also in 1992, one of the Female Education Program managers was selected by the Afghan Coordinating Body for Afghan Relief as a representative to the meetings of the United Nations Office for Rehabilitation Strategy in Afghanistan. Additional achievements include top international prizes for visual aid materials designed by communication specialists and artists from IRC's Health Education Resource Center.¹

On the other hand, inevitable emigrations, greater security risks and other circumstances have also resulted in the loss of a number of highly talented and respected Afghans working with IRC programs--individuals whose years of experience are not easily replaced. This year saw the resignation of the Afghan coordinators of the Self-Reliance Program and Science and Technology Training Program, both of whom emigrated with their families to the United States. The Language Development Program also suffered a loss when their general manager died from illness in

November. The most tragic loss, however, was suffered in December when the coordinator of the Primary Education Program, Sayed Modasir, and his driver, Mohammed Homayun, were killed by unknown assailants while on special mission to Jalalabad. Modasir had been appointed leader of IRC's task force for displaced people who fled Kabul and are living in two camps in Jalalabad. Over a four-month period, he had conducted a survey of the most critical needs in the camps and coordinated IRC's relief efforts, which included providing supplies and technical assistance for the construction of latrines and bathhouses, as well as providing blankets and mattresses to displaced families. As a result of this incident, IRC suspended all activities in Nangarhar province.

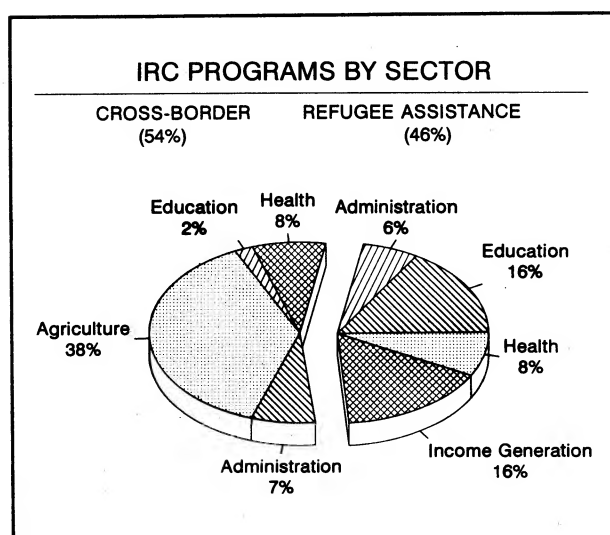
The violent incident that took place in Nangarhar, together with several vehicle thefts and individual threats, all underscore the fact that the continuing instability in Afghanistan poses serious security risks to all those who work in Afghan refugee relief and in rehabilitation efforts in Afghanistan. However, although these events have impeded programs, they have not diminished the resolve of the staff or IRC's commitment to the Afghan cause.

As IRC looks toward 1993, it will focus on teacher training, provision of primary education, preventative and primary health care and multi-sectoral cross-border programs that work towards equipping Afghans with skills that can be applied to working towards attaining a higher quality of life when they return to Afghanistan.

Each program will also be exploring ways in which they can transfer their skills and resources to Afghanistan at the earliest appropriate opportunity.

This paper provides an overview of the programs managed by IRC Pakistan in 1992. It also summarizes the programs' objectives for 1993.

IRC receives funding from multiple sources, including the United States government (61 percent), private donors - mostly European - (20 percent), and the United Nations (5 percent). In 1991, the total expenditures of IRC/Pakistan was \$10.1 million. IRC allocated its money to the following project areas as shown in the following chart.



IRC would not be able to assist Afghans without the generous assistance of individuals and organizations that have provided support. IRC would like to take this opportunity to thank its private, governmental, and United Nations donors, as well as those individuals who have contributed to the programs managed by IRC.

Private/Other

Agha Khan Foundation
Asia Foundation
AUSTCARE
Bernard van Leer FOUNDATION
Canadian Embassy
Norwegian Church Aid
Norwegian Refugee Council
Operasjon Dagsverik
Refugees International - Japan
Stichting Vluchteling

International Organizations

Food and Agriculture Organization
United Nations Development Program
United Nations High Commission for Refugees
UNICEF
U.S. Government
U.S. Agency for International Development
U.S. Department of State Bureau for Refugees
U.S. Information Agency

MEDICAL SERVICES

- **HANGU MEDICAL PROGRAM**
- **WHEAT-BASED ORAL REHYDRATION RESOURCE PROJECT**
- **HEALTH EDUCATION RESOURCE CENTER**



Previous page: This design, promoting measles vaccinations for children, was created by communication specialists at IRC's Health Education Resource Center for use in a UNICEF poster. An accompanying message, written in Urdu and Pushto, states, "A child should be given a measles vaccine at nine months old."

HANGU MEDICAL PROGRAM

The International Rescue Committee (IRC) began its medical program in the Northwest Frontier Province (NWFP) of Pakistan in 1980 in response to a massive influx of Afghan refugees. In 1992, IRC's Hangu Medical Program stretched from Kohat to Thal in NWFP, and provided curative and preventative services to more than 200,000 refugees.

To continue to promote the general health of the refugees and to prepare them for their return to Afghanistan, the Hangu Medical Program continues to emphasize health education and preventative services. In 1992, the IRC Hangu Medical Program operates with the following goals:

- to promote proper nutrition among the population, focusing on women and children;
- to educate the population about common health problems and solutions;
- to provide an adequate supply of water, environmental education, and sanitation facilities;
- to offer special health services to mothers and to children under-five;
- to provide childhood immunizations against six target diseases;
- to prevent and control locally-endemic diseases;
- to provide appropriate treatment for common diseases and injuries.

CURATIVE SERVICES

MAIN CLINICS

IRC operates Basic Health Units in each of the 13 camps in the Hangu/Kohat area, serving a population of six to 22,000 refugees per camp. Six mobile medical teams rotate between the camps, providing services to the BHUs. The health teams follow a visitation schedule based on camp populations so that curative services are provided two days a week in the smaller camps and three days a week in the larger camps. Each team, headed by a male and female medical officer, consists of three Lady Health Visitors (LHVs), who work in the Maternal and Child Health clinics (MCHs), and one dispenser. IRC's BHUs provide diagnostic, referral, and pharmaceutical services, which are described in greater detail below.

Diagnostic Services: The main clinics provide diagnostic and pharmaceutical services to refugees living in the Kohat area. Laboratory and referral services supplement the clinics' capacity to provide accurate and reliable care. Ailments most often diagnosed include respiratory tract infections, musculo-

HIGHLIGHTS

- The Hangu Medical Program made substantial gains in reducing the dependence on clinical services: the average number of daily visits per medical officer was reduced to 93 visits by the end of the year from 150 visits in 1991, and medicine expenditures were reduced by 26 percent.
- Several improvements were implemented in the community health education programs, which include establishing a more effective system for supervising the community health supervisors, as well as conducting an evaluation of the female health workers (FHWs) and revising the FHW refresher course curriculum. The latter resulted in a dramatic increase in FHW activity.
- Members of the Sanitation and Community Health Worker Programs together with the laboratory and clinical staff collaborated to battle an unusually high rate of malaria in the early fall. Special field teams were organized to detect malaria in high-incidence areas, additional spraying was carried out and the laboratory staff worked overtime to examine over 47,000 slides for malaria during the year.
- For the first time since the Medical Program was established, IRC was able to hire two female Afghan physicians. This has long been a goal for the program, and yet it had proved impossible prior to this year.

skeletal aches and injuries, and gastric problems.

Malaria, tuberculosis, and diarrheal disease are monitored very closely and are controlled with substantial reliance on preventative and health education services.

During the year, the six medical teams attended over 308,000 patients in the BHUs. This represents a 46 percent reduction over 1991. Approximately one third of the cases were children under five years. Although the number of malaria cases in the first two quarters was lower than the previous three years, the last two quarters saw a dramatic increase in malaria. Refer to Appendix I, Graph 1 for details concerning the reported cases of malaria during 1992. A total of 22,055 diarrhoeal cases were treated during the year, 80 percent of whom were children under five years. Refer to Appendix I, Graph 2 for details of the incidence of diarrhea during 1992.

The total number of visits to the BHUs remained virtually the same during the last three quarters of 1992. The program coordinator attributes the consistent number of visits to the closing of other medical facilities in the area as well as to the decrease

Basic Health Unit Visits 1992

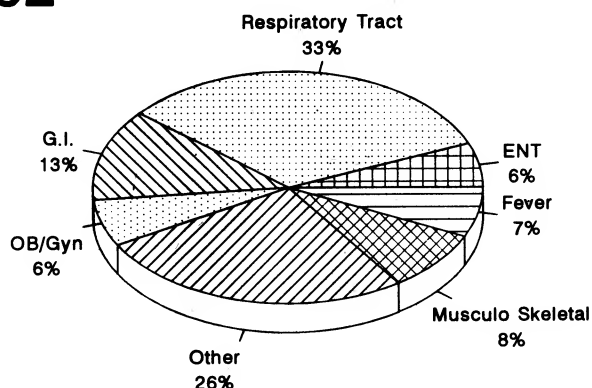
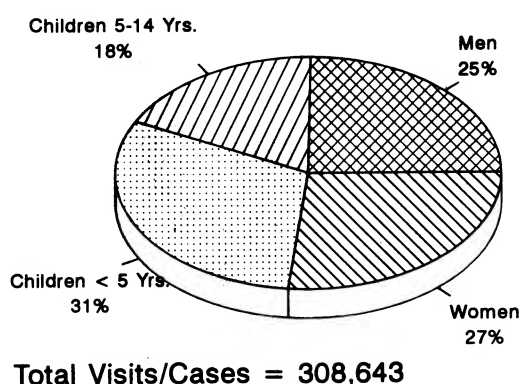


Chart 1

in jobs, making it more difficult for refugees to afford private medical facilities.

Referral Program: Under the referral program, BHU doctors refer patients who require specialized treatment to hospitals in Peshawar and Kohat. Transportation and follow-up care are provided. Typical referrals include bone fractures, acute appendicitis, complex abdominal problems, hepatitis, obstetrical complications, and chronic cardiac conditions. During the year, over 2,800 patients visited the referral program and over 1,100 cases were referred to hospitals.

Pharmaceutical Services: Each BHU contains a pharmacy that provides medication to refugees. These pharmacies contain all necessary drugs for treating common illnesses in the refugee communities. Generally, the UNHCR essential drug list is the basis for prescription of medication. In addition, special drugs are provided for patients diagnosed in the referral hospitals in Peshawar or Kohat. All medicines are provided by IRC except tuberculosis drugs which are provided by the Italian Corporation for Development (ICD). In addition to dispensing orders, the pharmacist advises refugees on how to take or administer drugs properly.

LABORATORY SERVICES

IRC's Hangu Medical Program operates laboratories that supplement the work of the BHUs. The IRC laboratory system consists of one main lab in Hangu and two field labs. The field labs perform malaria, blood, and stool tests. In addition to these tests, the main lab processes other specimens (such as blood grouping, testing of blood sugar, semen analysis, skin

scraping for mycosis, and gram stain), the results of which are returned the following day. The laboratories examined over 47,000 slides for malaria this year. Of these nearly 21,000 slides or 45 percent were examined during the fourth quarter. The labs also tested over 4,800 slides for tuberculosis, over 9,000 stool samples for parasites, and over 7,600 blood and urine specimens. Refer to Appendix I, Table 1 for details of the laboratory activities in 1992.



A technician at IRC's field laboratory in Kahi camp examines blood samples for malaria. Due to an unusually large outbreak of malaria in several camps in the early fall of 1992, IRC's main laboratory and two field laboratories tested over 47,000 slides for malaria during the year.

DENTAL PROGRAM

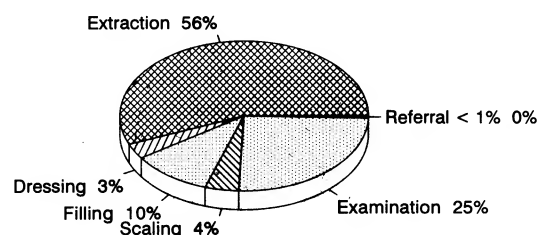
Opened in 1989, IRC's Dental Health Program provides curative services such as tooth fillings, dressings, scalings, extractions and check-ups at its dental clinic in Mohammed Khoja refugee camp. The dental clinic, staff by a dentist, a dental nurse and a dental technician serves the refugee communities in the 13 IRC-served camps. The Dental Health Program also offers preventative services, which provide information and education to the Afghan community on dental care and disease prevention. Both curative and preventative services actively engage the support and participation of the Afghan communities they serve.

During the year, 8,292 patients visited the dental clinic. Of these patients, 4,567 (55 percent) were males, 2,828 (34 percent) were females and 897 (11 percent) were children. They were referred by community health workers and supervisors, medical officers, and the dental technician. There were fewer general check-ups in the summer as the schools were closed. The dental technician visited all 13 refugee camps at least twice and delivered 189 dental health messages to a total of 12,702 students, teachers and BHU patients. Following the health sessions, he screened 4,201 patients and referred 267 to the dental clinics.



While examining a patient, the dentist at IRC's dental clinic in Mohammed Khoja camp gives instructions to trainers from the Community Health Worker Program.

Dental Clinic Visits 1992



Total Visits: 8,292

Chart 2

(Patients in the examination category were prescribed medicine or other instructions.)

In 1993, the overall goal of the clinical portion of the Hangu Medical Program will be to continue insuring that basic community health indicators remain stable and that vulnerable groups, including women and children, continue to receive adequate care. It is also hoped that the curative services provided by the program will play a more integrated role with other primary health care services in 1993. In an effort to reduce dependence on curative services, the program hopes to further reduce the amount of medicine given to patients. By providing alternative health services, the program also succeeded in reducing the average number of daily visits to the BHUs from 150 visits in 1991 to 93 by the end of 1992. The goal for 1993 is to average between 80 and 90 visits per day.

While the Hangu Medical Program is committed to providing services for the significant refugee population that remains in the Kohat area, it will continue to adjust and reduce medical services in accordance with the decrease in population. Given the estimated repatriation, the program foresees reducing the six medical teams to five during 1993.

The Hangu Medical Program is also exploring ways to transfer its services and expertise to those living inside Afghanistan. During 1993, the program will be researching the possibility of transferring clinical, laboratory and primary health care facilities to at least one district in Afghanistan where large numbers of repatriated refugees are returning.

PRIMARY HEALTH CARE SERVICES

To address the health problems in the refugee community most effectively, as well as to improve refugees' chances of maintaining healthy families after they return to their homes in Afghanistan, IRC's Hangu Medical Program has shifted its emphasis from curative to preventative and primary health care programs. Focusing on the most vulnerable groups and the most critical health issues, IRC's primary health programs stress the health needs of women and children and seek to address their most prevalent health problems. Emphasis is placed on prevention and treatment of diarrhoeal disease, measles, tetanus and the EPI target diseases; the prevention of childbirth-related morbidity and mortality, nutrition monitoring for infants and young children, and prevention and treatment of malaria and tuberculosis. IRC's primary health care and public health programs are based out of the Basic Health Units (BHUs) in the 13 camps. The following section provides more details about the various components of IRC's primary health care services.

PRIMARY HEALTH CARE PLAN

In 1991, the Hangu Medical Program took steps to supplement the existing primary health care services offered by IRC by developing and instituting a plan to reduce dependence on clinical services. A nine-member medical advisory committee was established that recommends measures not only for reducing dependence on clinical services, but also for integrating primary health care activities with curative services more effectively and for ensuring that basic community health indicators remain stable and that vulnerable groups, including women and children, continue to receive adequate care.

During 1992, the medical advisory committee made numerous recommendations which helped the program reduce the number of daily visits from 133 in 1991 to 93 visits by the end of 1992. The committee recommended improvements in the CHW referral system so as to shift patients with simple ailments to the community health workers. The total number of patient visits to the basic health units was reduced by 32 percent from the previous year.

The committee also suggested ways in which to expand and improve the health education activities offered in the 13 camps. They recommended ways to better supervise the health education activities carried out by the community health supervisors and also supported an evaluation of the female health workers (FHWs) and the revision of the refresher course curriculum for FHWs.

Number of Patient Visits to BHUs
1988 - 1992

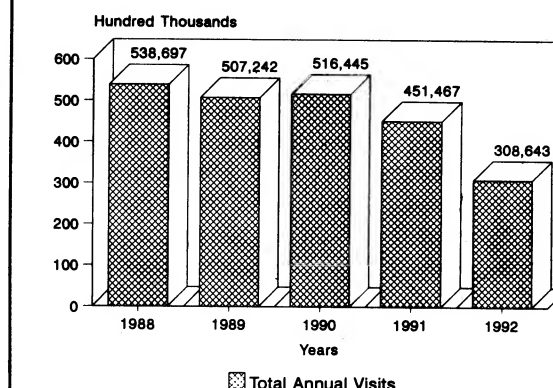


Chart 3

In the last two quarters, the committee focused its attention on the dramatic increase in the reported cases of malaria in IRC's 13 camps. The committee recommended the initiation of malaria detection teams in September and October, who circulated extensively in camps where a high number of falciparum malaria cases were reported. The committee also discussed program changes that will take place in 1993.

THE MATERNAL CHILD HEALTH PROGRAM

The Maternal Child Health (MCH) Program, which operates clinics in the BHUs, provides special services to three groups: pregnant women, lactating mothers, and children under-five. Approximately 39,000 mothers and 32,000 children under-five (which includes 5,300 deliveries per year) live in the camps that IRC serves. Community health workers extend the MCH Program's range by referring members of the target population to the MCH Program. During 1992, 14,481 pregnant women visited IRC's Maternal Child Health clinics, where they attended health education sessions and received check-ups, when necessary. A total of 94,966 children under five years visited the clinics, representing 31 percent of the total visits to the BHUs - an eight percent increase over last year. The following are the components of the MCH program:

Nutrition Education Program: Children who are suffering from second-degree malnutrition (less than 80 percent height for weight) or third-degree malnutrition (less than 70 percent height for weight) are enrolled in the program. To prevent malnutrition, the MCH Program provides non-formal educational messages on how to procure and prepare healthy and well-balanced meals for the family. Teaching sessions coincide with weekly sessions in which children are weighed. During

1992, 20,270 malnourished children received special feeding at the MCH clinics. A total of 455 malnourished children registered with the program during the year, with 41 percent of the new registers taking place during the third quarter. This is likely related to the higher incidence of diarrhoea in the warmer summer months.

Under-five Clinic: The under-five clinic portion of the MCH Program provides growth monitoring and immunizations for children. Mothers receive education on breast-feeding, nutrition, and control of diarrhoeal diseases. The "Road to Health Card" is used to facilitate monitoring and to teach mothers the importance of maintaining normal weight of the child and keeping immunizations up to date. During the year, approximately 15,325 mothers of children under-five participated in health education sessions.

Antenatal and Postnatal Program: This program seeks to improve the health of the mother, ensure safe delivery, and improve the health of infants. Antenatal services include the prevention and treatment of anemia, tetanus-toxoid vaccinations, nutrition education, and the identification of high-risk pregnancies to ensure that deliveries by a trained female health worker can be arranged. Postnatal care ensures that no complications arise with either the mother or her child. All newborns receive medical attention by a Lady Health Visitor (LHV) or medical officer within the first ten days of birth. During the year, 5,444 pregnant women (75.5 percent of the target group) registered for the first time with the MCH Program, hitting almost exactly the 75 percent target figure for the year. All of these women

attended health education sessions about personal hygiene, diseases, and child-care. IRC's LHVs made 5,158 visits to mothers and newborn babies, reaching 73 percent of the reported births. The LHVs also paid 2,034 home visits to the houses of children suffering from second and third-degree malnutrition. The LHVs visited fewer homes during the third quarter as they were involved in conducting wheat/salt solution (WSS) demonstrations to large groups of women in the MCH clinics. For a summary of the activities carried out by the Maternal Child Health Program, refer to Appendix I, Table 2.

PUBLIC HEALTH PROGRAM

The Public Health Program is responsible for improving the health status of the refugees by conducting health education activities in the community and by referring cases to the Basic Health Units (BHUs) and related programs like the Maternal Child Health clinics (MCHs) or the Expanded Program for Immunization (EPI). The main vehicles for disseminating public health information are the community health workers and the female health workers. Each component of the Public Health Program is described in greater detail below.

Female Health Worker Program: The female health workers (FHWs) are female volunteers, chosen by their communities, who act as a link between the community and the BHU. The FHWs focus their work on pregnant women and young children and have three primary responsibilities: attend home deliveries and apply safe delivery techniques; refer children and pregnant women to the MCH for antenatal care,

A community health worker (CHW) practices conducting an education session on malaria during a training class led by a community health supervisor. During 1992, IRC's community health supervisors conducted over 100 refresher courses for nearly 1,800 CHWs.



immunizations, assistance in cases of high-risk pregnancy, and postnatal care; and deliver a broad range of health education topics in her own home, especially those relating to diarrhea control and immunizations, when patients come for help. IRC's Lady Health Visitors (LHVs) supervise the FHWs and supplement the MCH Program's activities at the BHU by visiting and monitoring malnourished children in their home environment.

During 1992, between 700 and 1,600 FHWs worked with the program and attended 2,809 births of the total 7,075 reported births in 13 camps. A decrease in the number of active FHWs and in the population resulted in decreasing referral and birth attendance figures during the first three quarters of the year. However, following an extensive evaluation of the FHWs conducted in the third quarter and the use of a revised curriculum in the FHW refresher courses, a dramatic increase in FHW activity was reported in the last quarter.

Community Health Worker Program: Like the female health workers, the community health workers (CHWs) act as a link between the community and their BHU. Each CHW is assigned to 30 families, in accordance with UNHCR guidelines. The CHWs have three primary tasks: teaching health lessons to families, attending to minor illnesses and referring patients to the BHU health programs. CHWs work closely with the EPI program, encouraging families to register and receive their required vaccinations. During the year, between 651 and 818 CHWs conducted 256,766 home visits during which they taught refugees about home management of acute respiratory tract infections and other diseases. The CHWs were also instrumental in the program's efforts to encourage families to bring their children to the clinics to complete their vaccinations before returning to Afghanistan.

Each of the community health supervisors (CHSs) are responsible for managing 30 CHWs. They visit these CHWs on a regular basis to assist them in teaching health messages more effectively and to assess the home environment of the CHW and the surrounding community areas and advise him of any sanitary or health improvements that need to be made. During 1992, between 23 and 27 CHSs paid 6,640 visits to the CHWs in the 13 camps. In addition, the CHSs hold health education sessions at the BHUs, schools and during refugee gatherings. The CHSs were responsible for conducting 3,418 sessions for 100,908 participants. For a summary of the activities carried out by the Public Health Program during 1992, refer to Appendix I, Table 3.

EXPANDED PROGRAM FOR IMMUNIZATION

The Expanded Program for Immunization (EPI) provides immunizations for six preventable childhood diseases: tuberculosis, pertussis, diphtheria, polio, tetanus, and measles. The program also offers tetanus toxoid vaccinations for pregnant women. In addition to the vaccination program in the BHUs, two outreach teams, composed of male and female team members, work in the homes. If vaccinations are past-due, the CHSs and CHWs use defaulter lists to contact individuals for whom they are responsible.

Vaccination Coverage at the end of December: Children Under 1 Year		
Vaccines	# Vaccinated	Coverage at End of December
BCG	7,653	116%
Polio/DPT.3	7,019	106%
Measles	6,162	94%
Fully immunized	5,704	87%

Table 1²

By the end of December, IRC's EPI vaccinators fully immunized 5,704 children under one year for the six preventable diseases. With a strong collaboration between the EPI staff and the community health workers and supervisors, the program was able to encourage many families to bring their children in to the clinics to complete their vaccinations prior to their return to Afghanistan.



A vaccinator with IRC's Expanded Program for Immunization gives a polio/DPT vaccination to a baby in the Kahi camp health unit. In IRC-served refugee camps during 1992, the program provided full immunization to 87% of the children under one year.

SANITATION AND WATER PROGRAM

The Sanitation and Water Supply Program seeks to control diarrhoeal disease, malaria and water-borne diseases by providing health education and environmental health services to the refugees in the camps. The program comprises the following two components:

Sanitation Program: The Sanitation Program provides waste management, environmental health services and health education for the 32,000 refugee families living in Hangu, Thal, Kohat, and Orakzai Agency. Early in 1992, the program focused on constructing as well as maintaining latrines at schools and BHUs. Due to repatriation, the sanitation program greatly reduced the construction of new latrines. Instead, the program provided maintenance of existing latrines and also sold materials at a subsidized price to families who wanted to build a latrine in their compound. During the year, 56 latrines were constructed in schools and four in BHUs. Materials at a subsidized price and technical skills were provided for the construction of 150 latrines in refugee compounds. An additional 37 latrines were maintained in BHUs and schools. In 1993, the Sanitation Program will continue to maintain existing latrines.

The program also helps eliminate vector-borne diseases by sponsoring community health education sessions and campaigns to destroy mosquito breeding sites. IRC's community health supervisors (CHSs) are responsible for the health education sessions, and IRC's malaria supervisors are in charge of vector-control of malaria. The initial phase of the malaria spray campaign began on July 16 in six camps and was completed on August 25. Due to the high incidence of malaria in certain areas, special field teams were organized to detect malaria cases in camps where the rate of *Falciparum* malaria was high and additional spraying took place in four camps in October and November. For a summary of the Sanitation Program activities during 1992, refer to Appendix I, Table 4.

Water Program: This program seeks to provide an adequate amount of clean water for 21,000 refugee families residing in the Hangu-Thal area and to manage water-borne diseases. The program improves water sources through the construction or maintenance of shallow wells and small gravity-flow water systems. The program also provides water via tanker when it is in scarce supply. Given the repatriation that has started, the program is shifting its focus from new well construction to maintenance work. During the year, the program helped prevent contamination of water supply systems by improving 25 wells in twelve refugee camps, by maintaining 267 other wells and by chlorinating 1,554 wells. Six springs and eleven surface

tanks were also improved and 22 springs and 66 surface tanks were maintained. Implementation of the water supply activities was transferred to IRC's Self-Reliance Program mid-year.

During 1993, IRC will continue to maintain all functioning public wells and springs in order to provide an adequate amount of clean water for 11,000 to 12,800 families in the Hangu Thal area. The program will also continue to provide potable water via tanker to seven villages in three camps when water is in scarce supply.



Children from Kahi camp pose next to a shallow well maintained by IRC's Water Program. In 1992, the program was responsible for constructing 25 wells and maintaining 267 other wells.

In 1993, as a part of its effort to reduce the demand for clinical services, the Hangu Medical Program will continue to shift focus from provision of curative services to emphasizing preventative health care services and health education. One goal has been to increase the health education components of the training given to staff members and to give them more health education responsibilities. Secondly, the program aims to extend the reach of its health education messages. Health education sessions will be included in the EPI outreach visits as well as before and during the spray campaign against malaria.

HEALTH EDUCATION RESOURCE CENTER

IRC's Health Education Resource Center develops and provides health education resources and materials to IRC and over 90 other relief and development agencies based in Peshawar, Islamabad and Quetta. The posters and flipcharts that HERC's silkscreen project develops and produces are culturally-sensitive and appropriate for Afghanistan's mostly rural and non-literate population.

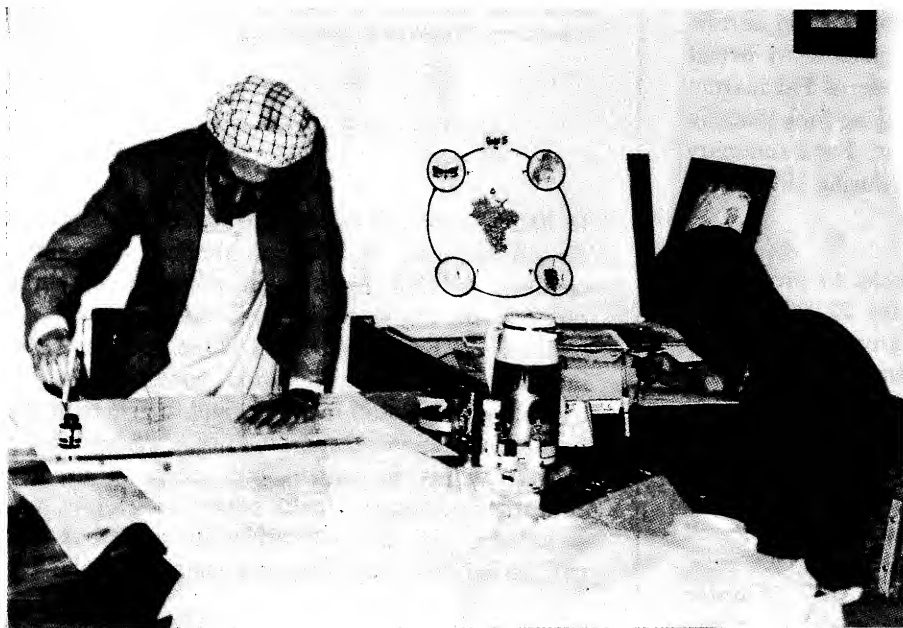
In 1992, HERC continued to produce visual aids, health messages and other resource materials relating to public health. In response to orders placed by public health projects operating in Afghanistan and Pakistan, the staff printed and cut nearly 16,000 posters, 3,000 flipcharts and 3,000 tablecloths. For the first time, HERC also field-tested three of its flipcharts for UNICEF/Pakistan: acute respiratory infection, control of diarrhoeal disease and expanded program for immunization.

Also during the year, HERC took steps to publicize the program's activities and resources and to market its services. HERC developed a brochure describing its project and distributed it to more than 300 organizations. The HERC coordinator and general manager met with more than 25 representatives of 18 organizations to identify new areas in which HERC can develop health education materials, as well as to coordinate HERC's activities with related organizations serving the region.

HIGHLIGHTS

- HERC communication specialists were recognized for outstanding productions by receiving a first prize and two third prizes in two international competitions.
- To publicize its activities and resources, HERC developed a brochure describing its project and distributed it to more than 300 organizations. Through serving both Afghan and Pakistani communities in 1992, HERC moved closer to becoming a self-reliant business.
- HERC expanded its repertoire in 1992 by developing materials for use in drug education, mine awareness, veterinary and agricultural programs. New innovations also include improved field testing of its visual materials and the development of mobile glass screening tables for the program's new building.

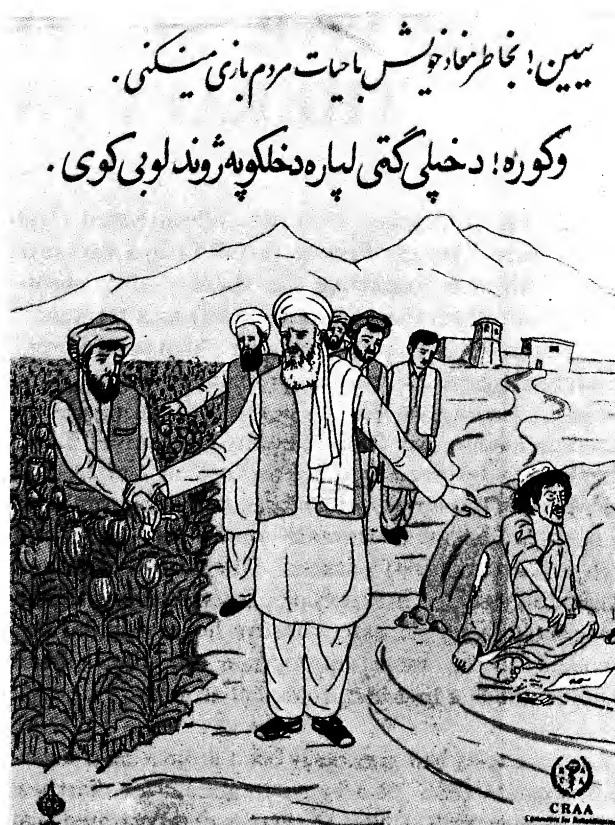
HERC also continued to operate a library and resource room during most of 1992. Employees and public health workers from 35 different organizations used the HERC library and audio-visual equipment in 1992. In an attempt to consolidate local resources for the community, the library resources were shifted to ACBAR's Resource and Information Center (ARIC) in December. For a complete list of the organizations who used HERC services in 1992, refer to Appendix II, Table 1.



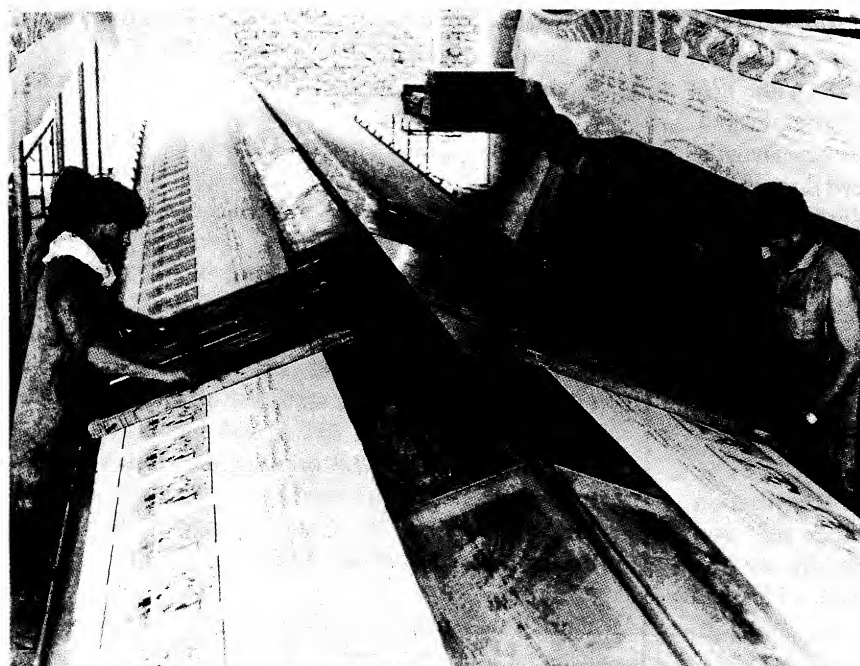
Communication specialists at IRC's Health Education Resource Center work on the lettering and color separations for an agriculture flipchart for an NGO working in Afghanistan.

Throughout the year, IRC's Health Education Resource Center expanded and upgraded its services in order to become the premier health education resource and resource coordinator in the region. Indications of success came in the form of increased orders for HERC produced materials, as well as regional and international awards for specific productions. In 1992, HERC was once again recognized for its outstanding productions in competitions. Mr Khalilula Faiz, a communications specialist, received the accolade of first prize from the UNDCP *Afghanistan Rehabilitation and Reconstruction Project 1992 Poster Competition*. Mr. Zalmai Haidery, an artist with HERC, was awarded third prize in this competition. These award winning pieces will be used to create publicity materials for the United Nations Drug Control Programme's anti-drug abuse campaign in refugee camps and inside Afghanistan. The Asian Cultural Centre for UNESCO (ACCU) once again lauded HERC's work with the third prize award for its entry in their international competition titled *Fully Illustrated Literacy Materials*, which was held in Tokyo. Of over 140 entries received from 13 countries of the region, HERC was awarded third prize by a jury of experts on literacy materials production from China, India, Indonesia, and Mongolia, as well as representatives of UNESCO and ACCU.

In 1993, HERC will continue to provide culturally-appropriate and effective health education materials to organizations working with Afghan refugees and in Afghanistan. At the same time, HERC will explore offering more in-depth field-testing services and will follow up plans to offer training workshops to individuals using educational materials.



The above drug awareness poster, created by an artist at IRC's Health Education Resource Center, won third prize in an international competition sponsored by UNESCO's Asian Cultural Centre. The poster's message, written in Dari and Pashto, states, "Look! For his own benefit, this man plays a game with other people's lives."



Silkscreening assistants at IRC's Health Education Resource Center print one page of a malaria flipchart to be used by an NGO in their health education activities with Afghans. During 1992, HERC staff printed nearly 16,000 posters, 3,000 flipcharts and 3,000 tablecloths.

WHEAT-BASED ORAL REHYDRATION THERAPY (WORT) PROJECT

Established in October 1990, the Wheat-Based Oral Rehydration Therapy Project (WORT) is a two-year project which is examining the viability of a wheat-based oral rehydration solution (WSS) as a treatment for diarrheal dehydration among Afghan children. Diarrhea is a critical medical problem among Afghan children, accounting for 42 percent of all deaths in children under age five. Seventy percent of these deaths can be prevented by the use of simple oral rehydration therapy (ORT), most commonly given in an electrolyte balanced formula known as *ORS* (oral rehydration solution) packets. Due to the costs and logistical problems in supplying packets to every Afghan household, a simple, safe, effective home solution was thought to be more appropriate for the Afghan population as a first-line treatment strategy.

Many agencies had previously been promoting a sugar-salt solution (SSS) as a home treatment for diarrhea. However in 1989, UNHCR surveys demonstrated that the refugee population seldom used SSS. Furthermore, those few who used it, prepared incorrect and sometimes dangerous solutions. Therefore, this treatment regime was subsequently dropped from the Control of Diarrheal Disease (CDD) program.

Due to previous successful hospital trials using wheat-based home solutions, IRC has undertaken comparative field trials to test the acceptability and feasibility of introducing a wheat flour, salt and water solution (WSS) as the first-line home treatment of choice. When comparing 183 children on WSS with 175 children on ORS packets, all with non-complicated diarrhea without dehydration, the preliminary analysis has revealed that mothers reported reduced duration of diarrhea on WSS. Furthermore, treatment failures were fewer in the WSS group. Most significantly, children on WSS had an improved appetite, were fed more frequently and had better weight gains. Mothers felt that WSS was not only effective, but cheaper and more accessible than ORS, and said they believed that WSS would be their preferred treatment after returning to Afghanistan.

The third phase of IRC's Wheat Oral Rehydration Therapy Project, which began in December 1991 and will continue until February 1993, seeks to test the application of WSS on a community level. This has involved the following:

HIGHLIGHTS

- Preliminary analysis of Phase I and II of the WORT research project produced encouraging results: In comparing two groups of Afghan children with non-complicated diarrhea - one using the wheat/salt solution (WSS) and the other using oral rehydration solution (ORS) packets, the mothers of the children on WSS reported reduced duration of diarrhea, improved appetites and increased weight gain; found WSS to be cheaper and more accessible than ORS; and said that WSS would be their preferred treatment after returning to Afghanistan.
- In Phase III, the WORT staff implemented a multiple-phase training program whereby 281 upper and mid-level health personnel were trained in the use of the WSS. They in turn trained 2,882 community and female health workers and traditional birth attendants. This latter group was responsible for training approximately 90,000 mothers and fathers with over 60,000 children in the use of WSS.
- Following the extensive community training program, the project completed a 30-cluster survey of refugee households in the target communities to evaluate the use of WSS and the impact of the WORT project.
- Positive results of the research could result in WSS being adopted as the home oral rehydration therapy solution of choice for refugee programs in Pakistan as well as health programs operating in Afghanistan.

- mass training on the use of WSS as a first-line home treatment
- an evaluation of the training strategies
- an analysis of the impact of the WORT program

During the period between December 1991 and May 1992, the project staff developed culturally-appropriate and beneficiary-targeted materials for the control of diarrheal disease, including curricula and health messages. The WORT staff provided training in the use of WSS to upper- and mid-level health professionals assigned to 13 basic health units (BHUs) sponsored by IRC and six BHUs sponsored by UNHCR. The project staff also provided the health personnel at these 19 BHUs with model training sets for demonstrating WSS preparation. Lastly, the staff trained 42 health personnel from Save the Children-UK. A total of 281 health personnel were trained during this phase of the project.

During the summer months, the project staff finished training the remaining target educators - 2,882 community health workers, female health workers and

traditional birth attendants. These health educators in turn trained approximately 90,000 mothers and fathers living in the target communities in the use of WSS. Throughout this period, the WORT Project continued to work with Save the Children/UK, IRC and the Project Directorate of Health to reach communities in the refugee camps in the Thal/Kohat area.

Finally, starting in October, the project commenced a 30-cluster survey of refugee households in the target communities to evaluate the use of WSS and the impact of the wheat-based home oral rehydration therapy program. For each cluster, two survey teams interviewed seven mothers with children under age five. The following indicators were used to assess the impact of the program:

- frequency of home oral rehydration therapy (ORT) use
- home ORT solution used
- ORT recipe recall
- ORT recipe demonstrated

In early 1993, the survey results will be compared to the same variables used during a previous survey on the control of diarrhoeal disease done by UNHCR in 1989. Significant improvement in the above indicators could result in WSS being adopted as the home oral rehydration therapy solution of choice for refugee programs in Pakistan as well as health programs operating in Afghanistan.

In summary, the measures taken during the third and final phase of the WORT project sought to validate the acceptance of WSS on a broader community scope and to recommend training strategies for possible future programs for the control of diarrhea for Afghans in Pakistan and in Afghanistan. With this additional diarrheal treatment intervention along with the ORS, it is hoped that Afghan mothers can return home with an alternative and adjunctive treatment if ORS packets are either not readily available to a mother or in short supply in the future in Afghanistan.

IRC: A Partner in Critical Primary Field Research

While the International Rescue Committee has been at the forefront of Afghan refugee assistance in Pakistan since 1980, the Wheat-Based Oral Rehydration Therapy (WORT) Project has offered IRC a unique opportunity to engage in ground-breaking primary field research that holds significant implications for its work with children suffering from diarrhoea. Diarrhoea is the single greatest killer of children in developing nations. As a collaborative project undertaken with the Aga Khan Foundation and the Aga Khan University, the three-phase WORT Project was designed to test the application of a wheat-based oral rehydration therapy in a village setting. What is unique for the IRC program is that it has involved itself in a research project as opposed to an implementation program. This collaboration has raised several interesting issues:

Why did IRC collaborate with the project?

IRC's Medical Program, serving over 180,000 Afghan refugees in 13 camps, has fought a constant battle against diarrhoea in young children. In refugee children under five years, 42 percent of the deaths are due to diarrhoea, and up to 45 percent of the malnourished children registered in IRC clinics have a history of chronic or recurrent diarrhoea. The program's Maternal Child Health Program provides curative services for children with diarrhoea in oral rehydration therapy (ORT) corners and targets malnourished children in the nutrition education and feeding program. During 1992, over 20,000 malnourished children received feedings in IRC's 13 health units and nearly 18,000 children were treated for diarrhoea in the ORT corners. The Medical Program also offers primary health care services that include extensive health education for mothers concerning such topics as diarrhoea, rehydration, nutrition and sanitation. Despite these efforts, however, IRC has recognized the need for a viable first-line rehydration treatment for use in the home. In 1991 and 1992, approximately 82 percent of all the diarrhoea cases in children under five years were simple diarrhoea cases and could have been managed in the home with a rehydration solution and proper feeding.

(continued next page)

IRC: A Partner in Critical Primary Field Research

(continued from previous page)

The oral rehydration solution (ORS) packets, which are used in IRC's BHUs, are only available in some refugee households and will be even more scarce in Afghanistan. Likewise, many of these refugees will eventually return to areas with extremely limited health resources and where diarrhoea poses an equally formidable threat.

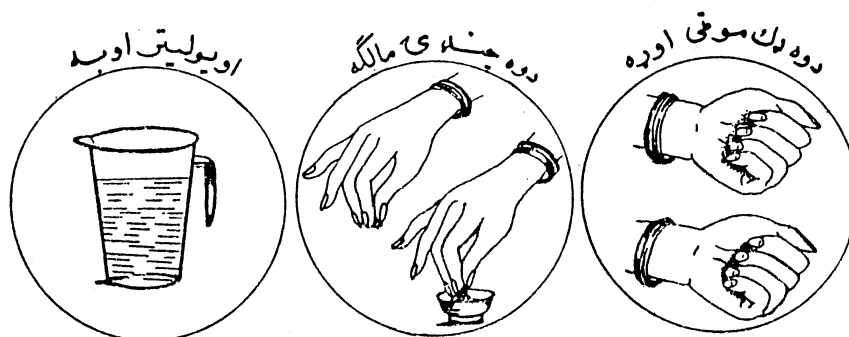
This need to help address one of the most serious health problems facing Afghan children meant that IRC took special interest in research efforts that focused on developing effective cereal-based rehydration solutions, and in particular in the research of a wheat-based oral rehydration therapy (WORT). Preliminary investigations had shown that Afghan women preferred the idea of using wheat over rice in the preparation of a rehydration solution. However, although the efficacy of the use of wheat in cereal-based solutions had been proven equal to rice in clinical tests, prior to the WORT Project, there were no published field trials that tested the application of wheat in a village setting. The field trials proposed by the WORT Project proved to be the next critical step in developing an effective rehydration solution that could be used by Afghan women as a first-line home treatment for their children's diarrhea.

Why was IRC a prime candidate for collaboration?

As key players in the research and promotion of cereal-based rehydration therapies for South and South-East Asia, researcher Helen Murphy and representatives of Aga Khan University in Karachi and of Aga Khan Foundation were looking for an implementing partner with whom they could engage in field testing the application of a wheat-based rehydration solution in a village setting. IRC's Hangu Medical Program, with a well-developed health care infrastructure and a network of community contacts already established throughout a refugee population of over 180,000 Afghan refugees, represented an ideal partner for the field research. As with other refugee situations, the Afghan refugee population lends itself well to being a good audience for such research. Large numbers of rural-based Afghans are living in a defined area, with easy access by road and with the necessary resources nearby for establishing a base office for the research. In addition, for a research project that included a significant training and community education component, the Medical Program's extensive network of community health workers, supervisors and trainers represented a key link to the refugee community.

What are the benefits of the collaboration?

Though the final results of the field research are not yet available, they are already indicating that, in rural Afghan communities, the wheat/salt solution (WSS) may be a viable first-line home treatment for diarrhea. The simple recipe (two fistfuls of wheat flour, one liter of water, and two three-fingered pinches of salt) has proved easy to grasp and to remember for Afghan mothers and fathers. Most importantly, in comparison with ORS packets, the wheat-based solution was found to be more effective in reducing diarrhoea, nutritionally superior and safer, cheaper and more accessible. Positive results of the collaborative research could be of significant use not only to IRC's program for Afghans, but also to the many other agencies working with Afghan refugees and with populations in Afghanistan. In addition, the WORT research will contribute to the international research efforts in this field and may play a role in future policy decisions concerning the use of rehydration solutions around the world.



This poster, developed during Phase III of the Wheat-Based Oral Rehydration Therapy (WORT) Project, illustrates the wheat/salt solution recipe: one liter of water, two three-finger pinches of salt and two fistfuls of wheat flour. The poster was one of many visual aids developed for use during the extensive health education training portion of the project.

Wheat-Salt Solution: A New Treatment for Diarrhea

INTERVIEW - By Manija Fariq, Mujda Siddiqi, Neelofar Wali and Belqees Marzia, students in IRC's Women's Journalism Program.

Diarrhea is very common in Afghan refugee children, especially in those between six months and two years. Previously, oral rehydration solution packets (ORS) and the sugar-salt solution (SSS) were the only treatment for diarrhea. They saved thousands of children's lives, but it was discovered that people made mistakes in preparing SSS. The solutions they prepared were found to be harmful to give to the children who have diarrhea.

UNHCR has decided to stop promoting SSS in the Afghan health program. Since Afghan people are returning to their homeland and ORS packets are not available everywhere in Afghanistan and at every time, for the future of diarrhea treatment a new solution - wheat-salt solution (WSS) - is being introduced by the IRC's Wheat-Based Oral Rehydration Therapy (WORT) project.

The reporters of *Golden Horizons* had an interview with Saida Amad, the research assistant of the WORT project. The interview is written below:

Q:1 *If there are no ORS packets at home, how can mothers help their babies with diarrhea?*

A:1 The wheat-salt solution is recommended as the first-line home-made treatment for diarrhea in children and adults. It should be used before bringing them to the hospital or clinics and if there are no ORS packets at home.

Q:2 *What is the difference between ORS and WSS ?*

A:2 ORS comes in packets. It is a mixture of glucose and salt. ORS is made in factories and is sent from foreign countries as an export. WSS is a cheap and easy solution, which every one can make at home. ORS is necessary for those children who have become dehydrated because of diarrhea.

Q:3 *What are the important points of your research on WSS?*

A:3 The important points of the WSS research is that we visited Afghan's houses and it proved to us that wheat is currently used among Afghans. Wheat is found at every home at every time so people can easily make WSS at home. It is cheap and tasty. Children like it to eat and it stops diarrhea. A child with diarrhea recovers soon and in Afghanistan it is easier to make WSS than ORS.

Q:4 *What are the advantages of WSS?*

A:4 WSS, like ORS, replaces the lost water of the body that results from diarrhea. A watery stool is changed to a solid one. WSS stops diarrhea and vomiting and restores appetite.

Q:5 *When did you use WSS and what were the opinions about WSS of mothers who had used WSS for their children?*

A:5 During the project's research period in 1991,

WSS was used for children who had diarrhea. The children's mothers' opinions were that their children with diarrhea recovered very soon. Their children liked it very much because it tasted delicious. It decreased the rate of stool passage. WSS prevents the body from losing water and is a home treatment.

Q:6 *To make WSS what things do we need and how much?*

A:6 1. Two fistfuls of wheat flour.
2. One liter of water (one kilo or one seer)
3. Two, three-fingered pinches of salt.

Q:7 *How can we make WSS?*

A:7 First of all, we should wash our hands with soap and water and dry them well. Then pour one liter of clean and cold water into a dish, add two fistfuls of wheat flour in it and two, three-fingered pinches of salt. Mix it until the wheat flour and salt is dissolved into the water and put it on the fire. Stir the liquid well until it boils. At the first boiling immediately take it off the fire and let it cool.

Q:8 *When should we start giving WSS to a child with diarrhea and how much should we give?*

A:8 When diarrhea occurs for the first time, give the WSS with a cup and a spoon. After each passing stool, the child should be given a glass or however much the child can eat.

Q:9 *How long should WSS liquid be given to a child with diarrhea?*

A:9 Every day mothers should give WSS until the child recovers from the diarrhea.

Q:10 *As the WSS is like a food, is it necessary to give other food to a child who has diarrhea?*

A:10 Yes, it is very necessary to feed a child with diarrhea and to breast feed the child beside giving WSS.

Q:11 *How long should be prepared WSS be used?*

A:11 Prepared WSS can be used from morning till night, but if the prepared WSS goes off and is smelling bad, the liquid should not be used and mothers should make a new WSS.

Q:12 *If there is a mistake in the measurement of the wheat flour, salt or water what side effects appear?*

A:12 If the water is less, the liquid will be solid. The child cannot eat it, so the mother is obligated to add more water to become drinkable. If the water is more than its standard, the liquid will be aqueous and its effect will decrease.

Q:13 *When should we use ORS and when should we use WSS?*

A:13 WSS is a home treatment which prevents the body from losing its water. If a person has diarrhea and has a fever or is chilled, vomits, or does not eat and drink, all of these are danger signs. If blood is visible in a child's stool or if the diarrhea increases, the patient should be sent to the hospital or clinic. In the hospital the patient can use ORS or WSS along with ORS, but you should keep in mind never to mix an ORS packet with WSS.

Q:14 *If extra things are added to WSS, what harm do you think it would have to the patient?*

A:14 With adding extra things to the WSS, diarrhea increases. You should not add anything else into the WSS.



A lady health visitor, on staff in the ORT corner of an IRC basic health unit, demonstrates how to make the wheat/salt rehydration solution (WSS) to mothers of children suffering from diarrhea. (Photo courtesy of IRC's Hangu Medical Program)



An IRC community health supervisor indicates a fistful of wheat flour during a demonstration of the WSS solution for a group of community health workers. During Phase III of the Wheat-Based Oral Rehydration Therapy Project, over 280 upper and mid-level health personnel were trained in the use of WSS. They in turn trained nearly 2,900 community and female health workers and traditional birth attendants.

EDUCATION PROGRAMS

- **FEMALE EDUCATION PROGRAMS**
- **SCIENCE & TECHNOLOGY TRAINING PROGRAM**
- **HANGU COMMUNITY TRAINING PROGRAM**
- **PROFESSIONAL DEVELOPMENT PROGRAM**



Previous page: This illustration was designed by communication specialists at IRC's Health Education Resource Center for use in a flipchart about goiter, which was commissioned by UNICEF/Pakistan. An accompanying message, written in Urdu, states, "If there is a shortage of iodine, a person's mind does not work very well."

INTRODUCTION:

IRC SUPPORT FOR AFGHAN REFUGEE EDUCATION PROGRAMS

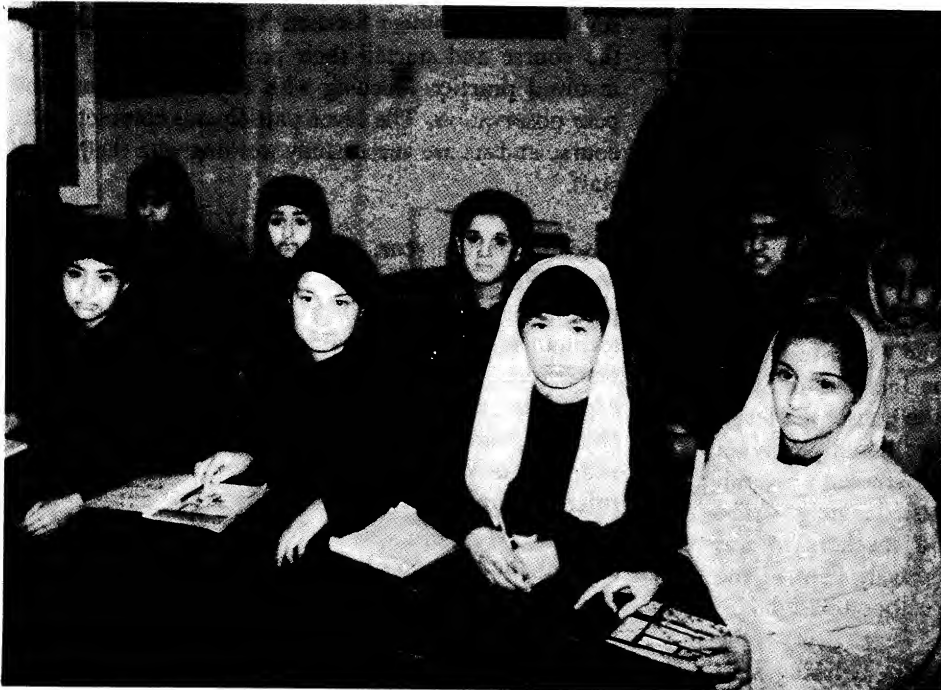
As Afghanistan's 13-year war nears an end, one of the greatest obstacles the country faces is its staggering rate of illiteracy and its limited educational system. According to current estimates, 86 percent of Afghan females and 56 percent of Afghan males remain illiterate, while gross primary school enrollment ratios in Afghanistan were 33 percent for boys and 17 percent for girls between 1986 and 1988.³ Likewise, the quality of education available to Afghan refugees in Pakistan, especially those living in refugee camps, is often poor. A UNICEF report on education for refugee children states that most Afghan refugee schools offer "inadequate facilities, no equipment, shortages of books and materials, large classes in the lower grades, an inadequate number of teachers and poor instruction."⁴ Very often teachers' knowledge of subject-matter is deficient and teaching methodology focuses on rote memorization and chanting.⁵ Through its diverse education programs for Afghans, which range from community-based primary schools and classes to a university-equivalency civil engineering course, IRC seeks to provide Afghans the skills they need to overcome the major socio-economic and political obstacles which hinder post-war development in Afghanistan.

IRC has placed emphasis on designing educational programs that provide maximum benefits. Of special priority is the training of Afghan teachers and teacher trainers in Pakistan and Afghanistan.

Afghan teachers are trained to acquire pedagogical skills and upgrade their subject-matter knowledge. Material assistance in the form of instructional materials is also provided. In addition, IRC has promoted female education and expanded access to primary education. The quality, effectiveness, and culturally sensitive approach of these programs has engendered trust within the Afghan community, heightened awareness as to the value of education, and helped to meet the increasing demand for better education.



This refugee boy, a first grade student at the Naryab primary school, is participating in a Pushto language lesson by reading some phrases to the class. Supported by IRC's Hangu Education Program, the Naryab school enrolled more than 675 students in 17 classes during 1992.



These Afghan refugee girls are enrolled in the Sumaya school (Peshawar area), where IRC supports afternoon classes in grades one through ten, and another NGO supports morning primary classes. In order to further maximize the use of the building in 1992, the school staff held classes in the kitchen, on the rooftop and in other areas - reaching approximately 800 students during the year. (Photo courtesy of Laura Lindskog)

FEMALE EDUCATION PROGRAMS

A UNICEF report on education for Afghan children states the following:

In rural Afghanistan and among refugees in Pakistan, gender is clearly the most important factor influencing primary school attendance; in the Commissionerate schools in Pakistan there are 14 times more males than female students. Within Afghanistan, at schools supported by NGOs, attendance by girls is largely precluded by the absence of female teachers.⁶

Accordingly, IRC has placed special emphasis on promoting educational opportunities for Afghan females. IRC manages educational programs for girls and women that vary from supporting community-based pre-schools and primary schools to conducting courses for women in the fields of public administration, public health, and language development. The following section briefly reviews the female education programs that are managed by IRC and summarizes their accomplishments in 1992 and their planned activities for 1993.

THE WOMEN'S ENGLISH LANGUAGE PROGRAM

The Women's English Language Program (WELP) has provided English language instruction to Afghan women since it opened in 1985. WELP's aim for 1992 was to provide quality instruction to 600 Afghan refugee women in seven levels, beginner to advanced. In the course of the two terms, the program was able to offer English classes to a total of 791 Afghan refugee women. In the fall, the program accommodated an increased demand for English classes by organizing three morning classes in addition to the two standard 90-minute sessions in the afternoons. Each term, the program was forced to turn away over fifty women who could not be placed due to limitations of space and resources. For a summary of the enrollment during the two terms, refer to Appendix III, Table 1.

This year, WELP initiated a new system of testing, whereby a general pre-test and post-test are administered to each student. The increase in score indicates the student's progress at the end of the term. Unlike the previous tests, which were based purely on the textbook, this test assesses the student's overall language competence in the four basic language skills. This encouraged the students and teachers to use supplementary material more extensively than in the past, when instruction was mostly textbook-based.

In addition to conducting classes, the teaching staff attended a total of 23 in-service training workshops

HIGHLIGHTS

- By the end of the year, nearly 1,500 females had attended courses in language skills, professional development and health education training. Following the fighting in Kabul and influx of new refugees to Peshawar, all programs made efforts to accommodate record-high applicants for training courses and/or support services.
- The Female Education Programs were responsible for conducting teacher training seminars and workshops for 275 early childhood educators, primary school teachers and English language teachers.
- Two programs supporting primary and pre-school education for Afghan refugee girls provided funding and technical assistance for classes enrolling over 5,000 girls and pre-schoolers.

during the year, which covered such topics as communicative teaching techniques, the use of role play in teaching, writing for advanced-level students, and ways of handling a large and very diverse group of students.

The program also offers teacher training opportunities to women who plan to be English teachers. To address the need for Afghan women who are advanced-level English teachers, the program initiated a six-month Intensive English cum Teacher Training (IECTT) course. The course focused on upgrading the English language skills of the participants and on training them in effective pedagogical skills. At the end of July, the seven teacher trainees finished the classroom portion of the course and started their practical training, which involved practice teaching with close monitoring and peer observation. The seven participants completed the course and six are successfully working with the WELP staff.

Also during the year, the program offered two four-week Potential Teacher Training courses, which provided 31 women with training in student-centered techniques for teaching English. During the second workshop, which was instructed primarily by an expatriate consultant, three Afghan teachers also received training to become teacher trainers. For a summary of WELP's teacher training activities in 1992, refer to Appendix III, Table 2.

In 1993, the Women's English Language Program plans to enroll at least 620 female Afghan students in eight different levels of English where students will learn to read, write, and speak English. One of the major goals of these courses is to continue to move away from

MY HOME LAND

By Razia, a student in the Women's English Language Program's Intensive English Cum Teacher Training course.

I remember it well. Each year during the summer, we would go to Logar. It was peaceful and calm. As we arrived, we were welcomed by a fragrant breeze. My grandfather and other members of the family received us warmly. When we entered the house, we would see our aunt baking bread in a furnace. The clucking of hens, the neighing of horses and the various noises of other domestic animals, filled the house. We were served pure, fresh food such as eggs, milk, butter - the most tasty was roasted corn. Our house was set in a spacious garden. At that time the trees were laden with fruit, especially apples and grapes. The air was full of the scent of wild flowers and the grandeur of the tall, thick trees was very memorable.

Every afternoon, Kochi people (nomads, who would wander around looking for pastures for their animals) would come into our garden. They relaxed under the cool shade of the trees and started to play music on their flutes. The tinkling sound of the bells hanging around the sheep's necks was really melodious. Their women, especially the girls, were very shy. They were dressed in heavy clothes and beautiful jewellery, despite the fact that the weather was warm.

In the evening, when the sun tried to hide its rays behind rugged mountains, the sight of the twilight against the sky used to take my breath away. In spite of the lack of modern facilities in our country, I felt then, at those particular moments, that it was a paradise. I continue to feel an ocean of love for the country within me.

dependence on textbooks and make the class more relevant to situations in which Afghan women can apply their skills.

WELP has planned a number of new objectives for 1993. Using the curriculum designed for the Intensive English cum Teacher Training course, WELP will offer a new abbreviated advanced-level intensive English course in the first term of 1993 for a maximum of twenty students who have graduated from level six. In addition to improving their English, WELP hopes that these students can serve as a pool of potential teachers who can teach with WELP in the future.

This latter objective will also be addressed through the second new course that WELP will be offering in 1993. A five-week teacher training workshop will be held for the women who have completed the advanced-level English course. The advanced English class and the teacher training workshop are both new courses in that they have not been offered in this particular format prior to 1993. However, they aim at the key goals of WELP: training women in English and training women to be teachers of English, particularly for the program.

A completely new focus for WELP in 1993 will be an English class offered to Afghan school teachers of English. The program expects 20 students to enroll for two terms. The aim of this course is to improve the English skills of women already teaching English in Afghan girls' schools, given that the quality is often very low. To complement the course work intended to

improve the English level of teachers, a six-week teacher training workshop will be offered in the summer for these teachers. The focus of this training course will be to equip the school teachers with effective student-centered language teaching techniques and to help them improve their ability to teach with the limited instructional resources available in most Afghan schools.

LYCEE MALALAI SCHOOL FOR GIRLS

Lycee Malalai was the first educational facility in the Northwest Frontier Province of Pakistan to offer secondary-level courses (7-12) exclusively for Afghan refugee girls. The school was established in 1986 with IRC's support and with an enrollment of 30 girls. Lycee Malalai has held five graduations since that time with 105 girls receiving diplomas. At the secondary level, the Lycee offers the following subjects: science, history, geography, languages (Persian, Pushto, Arabic and English), Islamic studies and home economics. The school's two-semester academic year begins in February and ends in January of the next calendar year, with a three-month holiday during the summer.

The Lycee Malalai held its fifth graduation in January, awarding diplomas to 22 graduates. The first semester commenced in February, with 200 students enrolled. By the end of the semester, 195 girls were attending classes. Due to the arrivals from Kabul in the late summer and early fall, the school experienced an unusual increase in the number of students seeking admission in the fall. After conducting two placement

exams, 35 new students enrolled for a total of 230 secondary-level students.

Starting in February 1992, the school also began offering primary classes for girls and boys in levels one through six. The majority of the primary level classes are held in the afternoon from 1:30 p.m. to 4:30 p.m. when the secondary classes are not in session. A total of 225 primary students were enrolled in February, with 197 girls attending classes at the end of the semester. The primary classes experienced a similar increase in applicants for fall enrollment, with 119 new students submitting applications. Fifty-one new students passed the placement exam and were enrolled, bringing the total primary-level enrollment to 248 students.

The Lycee also runs a kodakistan (pre-school/nursery) for children of the teachers and for a limited number of children from the community. During the summer months, the Lycee staff was in contact with IRC's Kodakistan Education Program (KEP) concerning the possibility of KEP providing financial and technical support to the kodakistan. These plans were finalized during the fall and KEP reopened the kodakistan on October 15, with 17 children. By the end of December, the enrollment had increased to 26 children, 13 boys and 13 girls.

In 1991, IRC transferred the administration of the school to Jamiat-i-Islami, an Afghan political party known for its support of female education. Under Jamiat-i-Islami's administration, IRC continued to provide technical and monetary support, while Jamiat's administration contributed to the appropriateness and sustainability of the program. During the first quarter of 1992, IRC requested that the Afghan Education Authority of the Afghan Interim Government (AEA/AIG) assume responsibility for payment of the teachers' salaries, coordination of policy, and provision of books and materials. Following the political changes in the Afghan government that occurred during the second quarter, the Afghan Interim Government was dissolved, and the former AEA/AIG began operating as an agency of the Ministry of Education in Kabul. In addition, given the dramatic changes in Afghanistan this year, the Jamiat representative in charge of Lycee Malalai left for Kabul and no one filled the position on a permanent basis. Since there was no Jamiat authority or representative in Peshawar to oversee the administration of the school, IRC was asked to once again take responsibility for the school in September. This was at the request of the Jamiat representative who was previously overseeing the school. As of September 1, IRC began paying salaries and providing other financial and administrative support to the school. In November, IRC's Female Education Teacher Training (FETT) Program assumed responsibility for

supervising and providing technical assistance to the teachers and staff at the Lycee.

In 1993, Lycee Malalai will continue to provide quality primary and secondary-level education to Afghan girls. Under the supervision of FETT staff, the program will focus on improving the quality of the teaching and administration at the school.

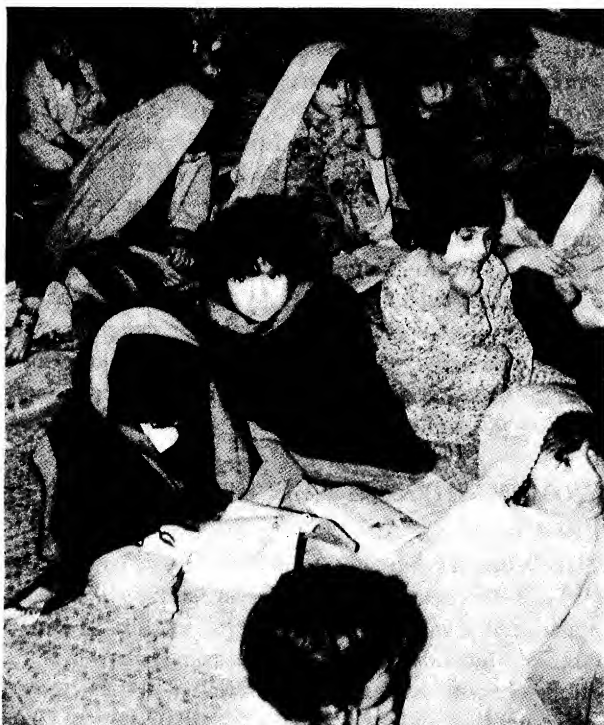
THE FEMALE EDUCATION TEACHER TRAINING PROGRAM

IRC's Female Education Teacher Training (FETT) program (formerly the Community-based Primary Education Program for Girls - CPEG), seeks to expand access to quality primary education for girls who live in refugee camps in the Peshawar area. Accordingly, FETT conducts teacher training seminars for Afghan female teachers and provides assistance to community-based schools for girls. This latter objective was the program's primary focus prior to January 1992 when the Ministry of Education of the AIG began paying salaries for girls' schools. The program continued to provide material support such as textbooks, stationery, tents and tarps; however, the assistance was on a smaller scale.

Due to the changes in the Afghan political situation, funding for teachers' salaries in all refugee schools supported by the Afghan Ministry of Education and Afghan parties ended at the end of May. Despite the lack of money for salaries, some girls' schools decided to open anyway, including most of the schools that FETT had previously supported. After securing additional funding, the program agreed to help support schools by providing most importantly, teachers salaries, and when needed, books, supplies and, in some cases, rent.

From late September through the end of December, the FETT program surveyed 21 primary and secondary girls' schools that had reopened. A total of 16 schools from the Peshawar area and from refugee camps within three hours of Peshawar signed contracts with the program. By the end of December, the program was supporting 150 classes and 4,024 students. Books and supplies, including over 7,600 textbooks and 6,300 notebooks were distributed to the 16 schools. A total of 96 visits were paid to these schools to check attendance records and to assist with teaching materials and techniques used by the teachers.

During the first half of 1992, the direction of the FETT program shifted to begin focussing on training master teacher trainers. The program successfully trained 14 teachers during a three-month Master Teacher Training course, which focused on the application of student-



Second-grade Afghan girls attend a math class at the Azakhel camp school, which is supported by IRC's Female Education Teacher Training (FETT) Program. By the end of 1992, this program was supporting 150 classes with over 4,000 students. (Photo courtesy of Laura Lindskog)

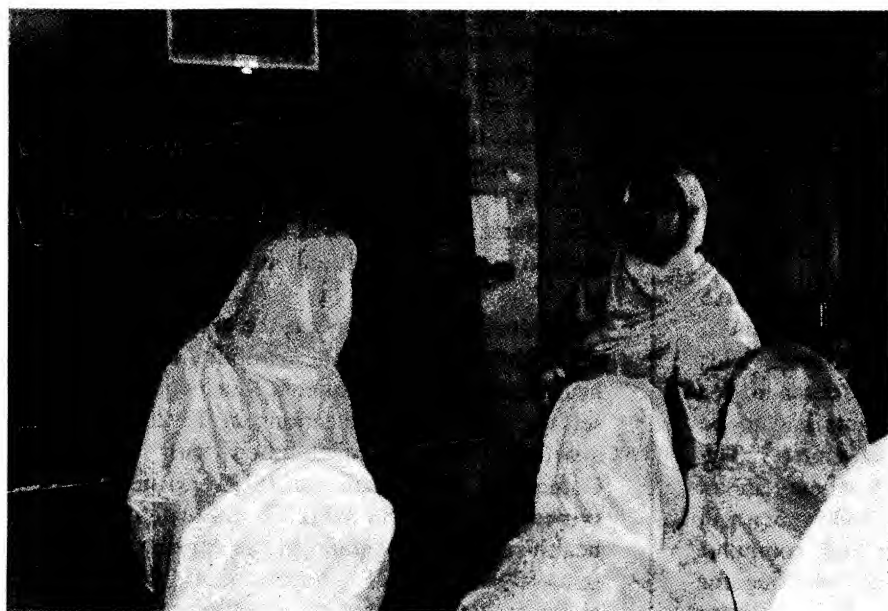
centered teaching techniques in Part 1 and on training design in Part 2.

After completing the first phase of the course, the master teacher trainers conducted two teaching technique seminars in the third quarter for a total of 143 women. During the fourth quarter, the program

offered an additional 24-day seminar at its new office compound for a total of 52 female teachers. The participants studied lesson planning and objectives, teaching techniques, material use and preparation, psychology and classroom management. They showed a great deal of enthusiasm during the seminars, despite the rigorous schedule which included participating in the seminars, teaching their classes, and preparing and studying at home for the next day's lesson.

In order to accommodate teachers who could not participate in the technique seminar held at the FETT office, the program decided to develop shorter six-day workshops to be taught in the refugee camps with material similar to that of the seminars. The first six-day workshop began on December 29 for seven teachers in Pabi. The topics covered include classroom management, objectives, lesson planning, characteristics of a good teacher, use of materials, and the demonstration of two student-centered techniques: question and answer and role play. The materials were revised and simplified to be more effective in the camp setting. For a summary of the program's teacher training and monitoring activities in 1992, refer to Appendix III, Table 3.

In 1993, the program plans to train at least 180 female teachers to use student-centered teaching techniques and a variety of classroom teaching materials. In addition, the program plans to prepare materials for and initiate subject-matter seminars for primary school teachers in math, Dari/Pushto, history/geography and science. An education administrator's seminar will also be offered to managerial staff working in Afghan girls' schools. If conditions permit, the FETT program also hopes to hold teacher training seminars for 90 teachers in Afghanistan during the fall and early winter of 1993.



A master teacher trainer from the Female Education Teacher Training (FETT) Program looks on as a primary school teacher participates in a lesson on pedagogical techniques. During 1992, a total of 204 Afghan female primary and secondary school teachers took part in the FETT Program's technique seminars and workshops. (Photo courtesy of IRC's Female Education Teacher Training Program)

WOMEN'S PUBLIC ADMINISTRATION PROGRAM

The Women's Public Administration Program (WPA) trains Afghan women in practical administrative skills so that they may work in refugee relief or in the reconstruction of Afghanistan. Introductory courses provide training in administration, management, computers and typing. WPA's advanced courses enhance clerical management skills and teach planning, organization, management, bookkeeping, budgeting, word processing, spreadsheet preparation, report writing and administrative English. Dari and English are the languages of instruction.

The program originally catered to working women, however, the demand to train unemployed high school and university graduates prompted WPA to modify its program. Beginning in 1990, WPA began training both working women, and unemployed high school and university graduates. By the end of 1992, more than 600 students had graduated from the program since its inception in 1989.

During 1992, 185 women graduated from eight courses and four workshops in office administration, computer and entrepreneurship skills. The program offered two six-month courses in office management for 27 women, covering such topics as bookkeeping, typing, administrative English, office management and four computer software packages. Sixty women completed two five-month courses in typing and computer skills, during which they gained skills in using the keyboard, formatting memos, business letters, and personal letters and in WordPerfect 5.0 software. A total of 49 women also completed two six-month advanced computer courses, after learning to use four software packages. Another 24 women completed the program's first two entrepreneurship courses, during which they gained practical skills required to start a small business. Finally, WPA held four intensive workshops for 25 women who are working with NGOs in Peshawar. The topics covered include WordPerfect 5.0, DOS, bookkeeping and Lotus 1-2-3. For a summary of the course enrollment figures during 1992, refer to Appendix III, Table 4.

In 1993, the six-month advanced computer course enrollment will increase from 40 to 60 women and a fee of Rs. 500 will be charged for the course. This represents a continuing and growing demand for computer training. (Thirty-five applicants had to be turned away at the beginning of the last course.) The WPA program will enroll at least 20 women in an office management course and at least 132 women will be trained in the afternoon typing and computer classes. Sixty women, who are already working for NGOs, will participate in subject-specific workshops

related to computer software packages and at least 24 will participate in intensive office-management workshops. Lastly, the entrepreneurship course will be offered three times in 1993, including one session targeting illiterate or semi-literate women. The Entrepreneurship Careers Institute (ECI) will offer training to the WPA instructors in adapting the curriculum for a non-literate audience. This represents both a significant challenge and a departure from other FEP courses which have always demanded a certain standard of educational achievement in order to enroll in WPA courses. The potential success of offering a course for this target population represents some exciting possibilities for WPA.

WOMEN'S HEALTH EDUCATOR TRAINING PROGRAM

The Women's Health Educator Training Program (WHETP) seeks to improve the personal hygiene, nutritional awareness, and general health of refugee families and communities by training Afghan women as public health educators. WHETP works toward achieving this goal by offering a six-month course which prepares Afghan women to teach health messages to women of all backgrounds. The six-month program includes a primary community health education curriculum, a teacher training component and a two-month practicum. Several local hospitals, clinics and schools have established health education departments with WHETP's support and encouragement. Some of the course graduates have found jobs as health educators in these programs. In addition to its two curriculum manuals, WHETP has also undertaken the production of a health education lesson plan manual to assist the graduates of the WHETP course.

Since its inception in 1989, WHETP has trained 100 health educators. During 1992, 14 women graduated from the sixth health educator training course offered by the program and another 23 women enrolled in the seventh course. In addition to the regular course offerings, the students spent several days observing health educators working at such places as the Afghan OB/GYN Hospital, a dental clinic and girls' schools. The course curriculum was also expanded this year to include disabilities, first aid and drug abuse.

Additionally during the year, the program contacted 15 organizations to assess the feasibility of setting up health education departments. Such departments were set up at eight organizations in 1992. In the last quarter, WHETP collaborated with the Swedish Committee for Afghanistan (SCA) to initiate a pilot project whereby five WHETP graduates commenced health education programs in five Afghan primary girls' schools. WHETP hopes that the successful management of the health education programs in the

Health Education: An Essential Need for All Afghans

EDITORIAL - *By Belqees Marzia, a student in the IRC Women's Journalism Program*

Why do more than 85 percent of Afghans need medical assistance? They do, because of the absence of attention to health and to both personal and public hygiene and the exposure to different diseases. The present children are the builders of the country. If they develop good sanitary habits during childhood, their need for medication will be less in the future. Therefore, it is very necessary to teach health education in schools.

IRC's Health Educator Training Program was established in March 1989. Since it began, it has sponsored five training sessions. Course graduates are able to propagate information about health and the prevention of diseases by many different methods. This course has established 14 health education departments at different organizations. Also, it recently established a health education department at Bibi Aishaa School in Khurasan camp.

It is important for mothers to have information about hygiene and health, because they are responsible for caring for and feeding their children. However, it is difficult for adults to change their habits. On the other hand, children "have more enlightened minds than their elders, who can memorize quickly but forget later," said the WHETP Manager.

When children are taught about health, they share their lessons with their families, which enables all families to be taught indirectly. Mastoor, a health teacher at Bibi Aisha School, said, "After teaching sanitation to students, I ask them to discuss their lessons with their family members. Most of them bring many question from their families the next day."

According to a WHETP assessment, the children are interested in health education lessons and are practicing what they learn. "After a few days of teaching, it was observed that the students came to school cleaner than before," said Najiba, Directress of Bibi Aisha school.

According to a WHETP survey, all those responsible for primary schools said that having no budget, books and materials is the only obstacle to establishing health education branches in primary schools. It is clear that the joining of sanitary teaching to the regular curriculum is not an easy task and will require hard work and money.

However, if we turn to the annual consumption of medicines, we will realize that medicines cost much more than the establishment of health education departments. Besides, many of the medicines which are distributed to the people are provided after their expiration dates. Such medicines cause problems for people.

Prevention is better than cure. We hope that all those responsible for public health and education will work hard so health education will be a part of the primary school curriculum. This will enable Afghans to spend foreign aid on the reconstruction and development of our homeland instead of on imported medicines.



This illustration, which demonstrates how to teach the use of oral rehydration solution packets, appears in the Women's Health Educator Training Program (WHETP) "Health Educator Training Manual". Since its inception in 1989, WHETP has trained 100 health educators.

Peshawar schools will open significant possibilities for the future of health education activities in Afghanistan.

In 1993, WHETP plans to graduate 50 women from the six-month health educator training program. New curriculum topics include over-population and environmental health. A two-month practicum in a health-related institution (hospital, clinic or school) will supplement the academic theory portion of the course. Two monitors will conduct an informal evaluation of WHETP-trained health educators by visiting, at least twice a month, each of the health education programs set up with WHETP assistance. Formal written evaluations of each health education department will be conducted bi-annually. WHETP teacher trainers will utilize the assessments to design and offer refresher workshops, each lasting between one and five days.

Throughout the year, the manager and assistant manager of the program will contact and discuss health education issues with health or education institutions that do not have health education programs. They will assess the feasibility of setting up a health education program and determine what assistance WHETP can provide. WHETP will focus on educational institutions, particularly primary school programs, as targets for health education programs. Finally, WHETP will continue to maintain a well-stocked library and resource room consisting of relevant written and audiovisual health education materials that are available to Afghan women and other organizations.

KODAKISTAN EDUCATION PROGRAM

The goal of the Kodakistan Education Program (KEP) is to provide growth and development opportunities to urban and rural Afghan refugee children between the ages of three months and seven years, while at the same time provide Afghan women with training and resources to set up, run and maintain culturally-appropriate and sustainable early childhood education centers for their children. To achieve this goal, KEP supports the establishment of community-based pre-school facilities called kodakistans. In Dari, *kodakistan* means 'place of children'. In order to facilitate the establishment of these pre-school centers, KEP operates the Early Childhood Education Training Project (ECETP) and a Resource Center in Peshawar.

Early Childhood Education Training Project (ECETP):

During this six-month training course, women receive pedagogical and administrative training so that they may start their own kodakistans. To complement the course work, an on-site model kodakistan provides trainees an opportunity to gain practical experience during their training. A work-study component is also incorporated into the curriculum during which the



Students in the third class at the Kodakistan Education Program's (KEP) on-site model kodakistan (pre-school) play with instructional blocks. The model kodakistan provides trainees in the KEP Early Childhood Education Training course an opportunity to gain practical teaching experience with pre-school children.

trainees learn how to make low-cost appropriate learning aids and toys. Graduates of the course are qualified to initiate, teach in and administrate kodakistans in their own refugee communities or in Afghanistan. During 1992, 18 trainees completed the fifth and sixth early childhood education training courses to be offered by KEP. The program initiated the seventh course in mid-December, enrolling 16 women. In total, nearly 70 women have been trained by KEP to implement, manage and teach in kodakistans.

A British consultant with expertise in early childhood education joined the program in late August for a six-month contract. Her primary focus is to help upgrade the current ECETP course curriculum to more fully reflect a student-centered teaching methodology. She is also working to develop the quality of teaching in the existing pre-schools. She ran a series of workshops stressing educational theory and the aims behind activities. She also established contacts with other organizations doing similar activities, in order to facilitate an exchange of ideas and expertise.

Resource Center: The staff at the KEP Resource Center also work to develop written materials for use by kodakistan teachers. In 1992, they translated 27 books from Dari to Pushto, compiled two illustrated story books (collections of Afghan stories as told by children) and printed a second edition of a pattern



Girls at the outreach kodakistan (pre-school) in Kahi refugee camp work on an art activity together. By the end of 1992, IRC's Kodakistan Education Program was supporting a total of 14 kodakistans, serving nearly 700 Afghan refugee children. (Photo courtesy of Jane Schreibman)

book for toys that both teachers and mothers can easily make. The health educators working with the program also developed a first aid book for teachers.

Outreach Kodakistans: With the assistance of KEP, these small-scale kodakistans are established by ECETP graduates in their own communities in Peshawar and in surrounding refugee camps. In addition to providing pre-school services to refugee children, the outreach kodakistans give Afghan women experience in starting up their own kodakistan. These kodakistans also serve to introduce the importance and value of pre-school education to the Afghan community. In 1992, a total of three outreach kodakistans were established, falling short of the targeted five due to the dramatic political changes in April and the ensuing repatriation. By the end of the year, the program was supporting a total of 14 kodakistans (including the on-site model kodakistan), serving nearly 700 Afghan refugee children. Refer to Appendix III, Table 5 for details of the 1992 enrollment figures in the outreach kodakistans. Of the total 33 teachers providing instruction and management in these kodakistans, 24 are graduates of the ECETP training course.

In 1993, the Kodakistan program plans to train 30 early childhood educators during two six-month courses. With an eye to moving the program to Afghanistan, KEP intends to establish only two new outreach kodakistans, with each enrolling about 40 children. KEP will continue to operate the on-site kodakistan, which enrolls between 80 and 100 children, ages three months to six years, and which provides practical experience for the trainees. In 1993, an afternoon

kodakistan will be offered for children of working mothers. The format for the afternoon session will be less formal and its main objective will be a childcare function. Finally, given favorable conditions, plans have been made to open a kodakistan in Jalalabad in mid-1993 that would employ graduates of the course. This center would function as other outreach kodakistans supported by KEP.

WOMEN'S JOURNALISM PROGRAM

IRC's Journalism Program was opened in 1987 to achieve the following goals:

- to teach Afghan men and women basic news writing and newspaper production skills;
- to increase Afghans' awareness of the world around them;
- to foster objective thinking and reporting; and,
- to produce graduates who can work as journalists and translators when they return to Afghanistan.

In 1991, the Women's Journalism Program separated from the Men's Journalism Program, and the curriculum was revised to reflect the professional needs and requirements of Afghan women. The 10-month program trained women to gather and organize data and write articles in English and in Dari. The trainees developed analytical and written skills, enabling them to hold media-related positions and to disseminate information about education, health, and other topics of interest to Afghan women. Instruction was in English and Dari.

Twelve students graduated from IRC's Women's Journalism Program in July 1992, and became the second and last group to complete the requirements of

the course since its inception in 1987. Fifteen students had graduated from the program at the end of 1991. During the ten-month course, the students learned the fundamentals of news writing and interviewing in English and in Dari with a focus on gathering and disseminating information on topics most relevant to the needs of Afghan women. In 1992, the course featured new portions on report writing and radio broadcast journalism that sought to provide the students with a greater range of skills that will prepare them for employment. Also for the first time, the program featured an internship component in which students spent two hours per week over the last three months of the course working for Afghan women's organizations as reporters, observers, and translators.

As the year proceeded, the students developed and demonstrated an increasing level of commitment to the course and to each other. For instance, when IRC could not hire an Afghan woman to replace the expatriate volunteer manager/instructor in the spring of 1991 and subsequently determined that IRC would not seek renewed funding for the program, IRC considered closing down the course mid-way through the year. The students were given the option of concluding the course before completing all of the requirements and receiving a certificate for partial completion. They overwhelmingly expressed their desire to complete the course and petitioned the expatriate volunteer instructor/manager to continue teaching the course after she accepted a position as IRC's reports/proposals officer. To accommodate the instructor/manager's new schedule, the students agreed to attend classes on Saturdays, and assumed a greater responsibility for completing their assignments independently. On occasions when IRC could not provide transportation due to scheduling conflicts, the students arranged their own transportation to attend class. Although the program offered no stipend, the students never once asked for funding and pursued a variety of journalistic-related activities on their own initiative.

The students successfully completed independent practical activities that enabled them to apply the theories and techniques taught during the first three terms of the program. By the end of the course, the students had each helped to write, edit, and produce a 30-minute news and features program in Dari and in Pushto modelled on the format used by the BBC Pushto Service's Village Voice Program. IRC has sent these tapes to the BBC for potential broadcast. In addition, the students wrote, edited, and produced a 25-page magazine in English, *Golden Horizons*. These activities also provided the students the valuable experience of working as a group, assuming editorial responsibility and meeting deadlines.

Unfortunately, the 12 students face great challenges as they seek to apply their skills as Afghan women journalists. In the last month of the program, the new Islamic Government of Afghanistan announced a ban on Afghan women reporters on television and radio. Such measures concerned the students but did not prevent two students from contacting the BBC Pushto service regarding potential employment as radio journalists. Moreover, the students continued to work enthusiastically on their magazine in English and all expressed their desire to publish and distribute the magazine and to attach their own names to their articles. Finally, most members of the class expressed their desire to continue publishing a regular newsletter for Afghan women in Peshawar in the future and it is hoped that they will demonstrate the same tenacity, commitment, and organizational and written skills that they developed during the ten-month journalism program.

FEMALE PROGRAM ADMINISTRATION

IRC established the Female Education Programs department (FEP) in 1989 to support the growing number of female education programs opened by IRC and to cater to the unique issues that the female education programs share. In 1992, the Female Programs Administration (FPA) office, staffed by the FEP coordinator and an office assistant, provided administrative and managerial oversight to IRC's seven female education programs. During the year, the FEP program managers attended a number of professional development workshops sponsored by the FPA office, including such topics as accounting procedures, analyzing and understanding financial reports, report writing, personnel policy, managing meetings and evaluation and feedback. The FPA office also continued to coordinate bi-weekly managers' meetings and meetings with other organizations and IRC offices to encourage an exchange of ideas. In 1993, FPA will continue to provide administrative and liaison support for the FEP programs. Special efforts will be made in the coming year to provide support and guidance as the programs prepare for the transition to Afghanistan.

SCIENCE AND TECHNOLOGY TRAINING PROGRAM

The education projects administered by the Science and Technology Training (STT) program all aim to provide an educational base for the reconstruction of Afghanistan. STT is composed of two basic components: one which provides construction-related training and another which focuses on improving secondary education.

CONSTRUCTION-RELATED TRAINING FOR AFGHANISTAN

Rehabilitation and reconstruction of irrigation systems, roads, bridges, houses and public buildings in post-war Afghanistan will demand a pool of personnel trained in construction-related skills and professions. Specifically, trained civil engineers, architects, construction supervisors, foremen, and craftsmen, such as masons, carpenters, welders and electricians, will be required in significant numbers. Properly trained Afghan engineers and architects can execute the needed planning, design, and implementation of rural reconstruction at a fraction of the cost necessitated by expatriate professionals.

To address these needs, IRC instituted the Construction-Related Training for Afghanistan (CRTA) Program in November 1987. The goal of the program is to expand the present pool of Afghans trained in construction-related fields and to enable Afghan graduate engineers to participate in construction-related endeavors.

There are three primary components of the CRTA program:

- Refresher and Professional Development Program
- Construction Supervision Program
- Construction Engineering Program

In all, over 270 students were enrolled in these three program components in 1992.

REFRESHER AND PROFESSIONAL DEVELOPMENT PROGRAM

The Refresher and Professional Development Program (RPD), which was started in October 1990, offers experienced engineers an opportunity to enhance and update their technical knowledge by providing two-month specialized engineering courses. In 1992, expatriate instructors taught four courses for 124 Afghan engineers from 26 professional organizations. Before the courses were scheduled, questionnaires were

HIGHLIGHTS

- Over 270 students were enrolled in the three components of the Construction-Related Training Program for Afghanistan: 124 engineers from 26 professional organizations participated in four Refresher and Professional Development courses, while over 150 students participated in the Construction Supervisor, Assistant Engineer and Construction Engineering Programs.
- Of 15 graduates from the Construction Engineering Program in 1992, 14 are employed with organizations involved in construction and rehabilitation projects in Afghanistan, and one is pursuing graduate engineering studies abroad.
- The three programs supporting teacher training and secondary education provided pedagogical, math and science, and Dari/Pushto training to 316 secondary and middle school teachers; supplied over 80,000 textbooks to Afghan schools in Pakistan and Afghanistan; and supported secondary education with an emphasis on math and the sciences for over 300 refugee students in grades seven through 12.

administered to determine the areas in which Afghan engineers felt they needed the most improvement. Qualified engineers were interviewed and selected by the RPD staff. The following courses were taught during the year:

- Engineering Economy
- Water Supply and Sanitary Engineering
- Engineering Management
- Construction Engineering Management

Since the program began offering refresher courses in 1990, 231 engineers have attended courses from over 30 organizations. However, due to a shortage of funding, the Refresher and Professional Development Program will not continue in 1993.

THE CONSTRUCTION SUPERVISION PROGRAM

Established in 1989, the Construction Supervision Program offers two consecutive nine-month programs: the Construction Supervisor and the Assistant Engineer Programs. Both programs have a course sequence that begins with a three-and-a-half-month theory session, which is followed by a two-month practical training session. During the last three-and-a-half-month session, the courses focus again on theory. The courses are taught in Dari and Pushto by faculty composed

mostly of graduates of the Kabul University Faculty of Engineering.

The Construction Supervisor Program trains construction foremen to supervise construction work sites and manage small rural projects. To be eligible for admission, candidates must have completed the twelfth grade. Competition to enter the Construction Supervisor Program has always been quite fierce. In August and September, 552 students took two entrance exams for the 1992/93 program, while only 67 students were enrolled. These students originate from 12 different provinces in Afghanistan.

The Assistant Engineer Program is open to students who successfully complete the nine-month Construction Supervisor course. As assistant engineers, the students are capable of managing entire projects of small to medium size and can perform a variety of technical tasks.

Forty-three students from the nine-month program and 21 students from the 18-month program completed their semester exams in 1992 and engaged in a practical training component with nine different NGOs working on construction projects in Pakistan and Afghanistan. Seventeen students worked in Pakistan and 47 worked in Afghanistan on the following projects:

- Road construction
- Irrigation systems
- Rural water supply systems
- Drawing, planning and cost estimation
- Plumbing and masonry work

- Building maintenance

Of the 18 students that graduated from the Assistant Engineer portion of the course in September, six had found jobs by the end of the year.

In 1993, at least 60 Afghans with a minimum of a twelfth grade education will enroll in the nine-month course. Upon graduation, the students will be qualified to supervise construction projects like plumbing, surveying, concrete laying, masonry and carpentry. Approximately 30 students will then enroll and continue their studies in the additional nine-month portion of the program. During this second portion, the program offers classes in building construction and management theory. Both the first and second nine-month academic portions will be supplemented by a two-month practical training component.

THE CONSTRUCTION ENGINEERING PROGRAM

Started in 1987, the Construction Engineering Program is derived from and parallels the curriculum of the university-level program offered at Kabul University prior to the war. The course was initiated to fill the void created by the closure of Kabul University's Engineering Department during the Soviet occupation. Prior to official enrollment in the course, new students participate in a pre-engineering module, which provides remedial work in English, mathematics and physics. Upon completion of the eight-semester program, graduates are qualified to design and manage construction projects related to building roads, canals, bridges, public buildings and other facilities.

Students in IRC's Construction Engineering Program perform an experiment on water flow measurement using the on-campus hydraulics laboratory. Students from the other two components of IRC's Construction-Related Training for Afghanistan Program also use this lab to gain experience for future work with irrigation and water supply projects.



A total of 95 students were enrolled in the program this year. Because of the closing of other higher education institutions, competition was particularly intense for the new class. Of the 426 students who took the entrance exam, 46 were chosen for the pre-engineering course and 35 students went on to begin the engineering program in October. Fifteen students graduated from the program in January 1992 after successfully completing all the academic requirements of the course. Of these 15 graduates, 14 are employed with organizations involved in construction and rehabilitation projects in Afghanistan. One student received a scholarship to the United States and is pursuing graduate engineering studies.

The students study math, science, engineering and liberal arts at the campus in Peshawar. However, a key element of the program are the two, two-month practical trainings, which the students complete during the three-year program. In 1992, 19 students who completed their third semester, participated in the two-month practical training component with six NGOs in Peshawar and worked on reconstruction projects in Afghanistan. The participants were engaged in a variety of construction tasks, including the following:

- Designing roads, bridges, and public buildings
- Highway construction
- Water supply systems
- Construction of school buildings
- Soil testing

Also during the year, the program established three new science and engineering laboratories for chemistry, computers, and asphalt and soil testing. The laboratories were used by students and staff to perform experiments and research work.

In 1993, the program will continue to train 90 Afghans with at least a twelfth grade diploma in the eight-semester civil engineering curriculum. Courses will be conducted by the engineering professors from Kabul University. The two-month practical training module will be held from the middle of June to the middle of August. The program manager will assess, develop and purchase curriculum materials and equipment that will assist the teachers and improve the quality of instruction extended to the students.

Middle school science teachers look at onion cells in a microscope during a science seminar sponsored by IRC's Teacher Training and Textbooks Program. During 1992, over 200 middle and secondary teachers took part in the program's one-month in-service math and science seminars.

TEACHER TRAINING AND SECONDARY EDUCATION

The Science and Technology Training Program provides technical and material support to promote access to and increased quality of secondary schools. The following section reviews the programs and activities in the secondary school sector which are administered by the STT program.

The Teacher Training and Textbook Program

The Teacher Training and Textbook Program (TTT) provides in-service training for secondary school math and science teachers. It also develops math and science textbooks, teaching aids, laboratory manuals and teacher guides. Finally, TTT distributes books, laboratory equipment and school supplies to secondary and middle schools.

Teacher Training: TTT in-service training seminars are divided into three levels: Beginner (for teachers who have never attended), Advanced-I (for teachers who have attended the beginner level), and Advanced-II (for teachers who have attended the previous two levels). In addition to upgrading subject-matter knowledge, teachers receive pedagogical training, which focuses on the effective use of student-centered teaching techniques and of textbooks, teacher guides, and instructional aids.

During 1992, 213 secondary and middle school teachers took part in one of four, one-month in-service math and science seminars. Of these, 175 teachers enrolled in the Beginner level, 72 in the Advanced-I level, and 33 in the Advanced-II level. Teachers came from a



Number of Teachers Trained by the TTT Program
1985 - 1992

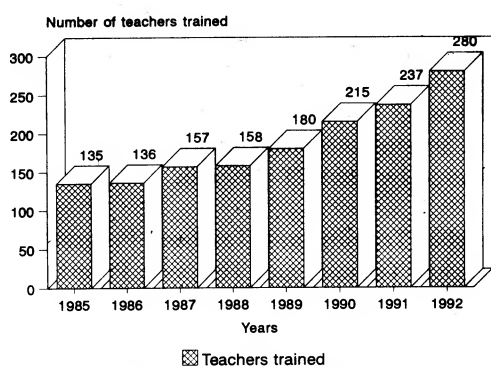


Chart 4

variety of regions, including Peshawar, Haripur, Sawabi, Kohat and Kurram Agency. The results of the pre- and post-tests that were administered at the beginning and end of each seminar revealed significant increases in the teachers' scores at all levels. Since 1985, a total of 1,498 teachers have participated in in-service training seminars conducted by the program.

In addition to the math and science teacher training seminars, in January, the TTT program acquired an in-service Pushto and Dari teacher training program from IRC's Language Development Program. All seminars offered separate Pushto and Dari classes. Sixty-seven secondary and middle school language teachers participated in one of three teacher training seminars offered during the year.

The TTT mobile teacher training team conducted 35 monitoring visits to five secondary schools sponsored by the Commissionerate for Afghan Refugees in Nasir Bagh, Sawabi, Haripur, Bajaur and Meranshah. The monitors assisted teachers with subject-related problems, demonstrated science experiments, and supervised the classes of teachers who had attended the seminars between 1990 and 1992.

In 1993, 110 science, math and laboratory teachers from Afghan refugee middle and secondary schools will participate in one of three, one-month in-service training seminars, in which they will upgrade their technical and pedagogical skills in the areas of biology, physics, chemistry, math and geometry. The program will also train 70 middle and secondary math and science school teachers in three, one-month seminars in Logar, Nangarhar and Laghman provinces in Afghanistan.

Textbook Development and Distribution: It has been illustrated that textbooks, teacher guides, and learning

aids enhance student learning. Over the past decade, researchers have documented the consistently positive effect of textbooks and other instructional materials on students achievement in non-industrial countries.⁷ It has been shown that when teacher guides are well integrated with the textbook or other instructional materials, they can have a positive effect on achievement. Teacher guides assist teachers in boosting student learning to higher cognitive levels by suggesting good exercises and questions.⁸ Accordingly, the textbook development activities of the TTT program commenced in 1985, with the purpose of developing quality science and math textbooks, lab manuals, teacher guides and teaching aids for grades seven through 12. Materials are developed in Dari and Pushto.

A total of 120,500 science and secondary-level math textbooks and laboratory manuals were printed in Dari and Pushto this year. Of these, 70,660 textbooks were supplied to 14 education organizations in Pakistan and 10,072 textbooks were distributed to six organizations in Afghanistan. In total, 80,732 textbooks were distributed in 1992. In addition to textbooks, the TTT Program provided five schools with laboratory equipment, and 4,204 students received stationery and other supplies at 37 primary schools and eight middle schools. For a summary of the teacher training and textbook and supply distribution activities carried out by the TTT Program in 1992, refer to Appendix V, Table 1.

In 1993, the program will continue to write, translate and print textbooks, lab manuals and teachers guides for grades seven through 12. The staff will also distribute 70,000 of these books plus lab equipment and stationery to Afghan refugee middle and secondary schools in the Northwest Frontier Province.

THE TEACHERS' INSTITUTE

Established in 1988, the initial objective of the Teachers' Institute was to train twelfth grade graduates to become secondary school math and science teachers. Very few of the present teachers in Afghan refugee primary or secondary schools are technically competent in mathematics or science or have received pedagogical training.

Near the end of 1991, the staff of the Teachers' Institute decided to change the focus of the training program. Instead of offering pre-service training, the staff surveyed teachers working in refugee schools to determine their interest in receiving in-service pedagogical and subject-matter training. The first surveys administered showed that 62 secondary-level math and science teachers were interested in receiving in-service training.

An entrance exam was administered to these applicants in November 1991. After passing the entrance exam, 40 teachers originating from 22 different districts of Afghanistan were selected to enroll. The academic year commenced on December 1, 1991, with 36 students enrolled. The course, which was held in the afternoons, was divided into two parts. During the first month, general teaching methodology and pedagogical theory were reviewed. The teachers also reviewed teaching methodologies that specifically related to teaching mathematics and physics. During the second part of the course, which was ten months in duration, the students upgraded their subject-matter skills in the areas of math, physics and other sciences and practiced teaching and conducting experiments. The material presented was related as closely as possible to the subjects and topics that the teachers were instructing in their schools during the day. Twenty-one trainees successfully completed the course in October 1992.

Due to significant budget cuts and the closing of many refugee schools in Peshawar by the Afghan government, the Teachers Institute will be discontinued in 1993.

THE EXPERIMENTAL SCHOOL OF THE SCIENCES

The Experimental School was founded in 1986 and provides comprehensive secondary education for Afghan refugees enrolled in grades seven through 12. The curriculum, which focuses on math and the sciences, is designed to prepare students to pursue higher education. Subjects offered at the school include biology, physics, geometry, trigonometry, social science, Dari, Pushto, English and Islamic studies. Extra-curricular studies in computers and typing are also available. Skills that are acquired in the Experimental School prepare students to pursue studies in engineering, agriculture, medicine and research. Admission to the school is quite competitive. In 1992, over 900 students participated in an entrance exam for admission to the school.

The second semester of the 1991/92 academic year commenced on January 27, 1992. The school staff made a concerted effort to supplement the academic theory in all classes by conducting experiments. Subsequently, 427 experiments were conducted in chemistry, biology, physics and geology during the 1991/92 academic year. During the 1990/91 academic year, 393 experiments were performed in the same classes.

Final exams for the 1991/92 academic year were administered in May 1992. Of the 246 students taking part in the exams, 220 passed. Of the 27 students who graduated from the school, 17 were accepted at Dawal-Jihad University and two graduates were accepted to

IRC's Construction Engineering Program. Reputedly one of the best secondary schools available for refugees, 90 percent of the graduates of the Experimental School have gone on to enroll in higher academic and technical programs since the school began.

For the 1992/93 school year, 908 boys competed for admission to the school, and of these, 145 new students were enrolled. As of December 1992, there were 308 students attending classes at the Experimental School.

Also during the year, 31 students completed two, six-month extracurricular typing courses offered in 1992. Twenty-six students participated in four, two-and-a-half month computer courses. For a summary of the 1992 student enrollment, refer to Appendix V, Table 2.

In 1993, the Experimental School will continue to train over 300 students in grades seven through 12 in a science-intensive curriculum. The program will also allow students to develop computer and typing skills by offering one, six month extra-curricular course in typing for 33 students and two computer courses for a total of 16 students. In an effort to further improve the quality of teaching offered at the school, the 16 teachers of the program will participate in at least three, three day in-service training workshops that focus on using student-centered teaching techniques to teach science and math. The program will also explore the possibility of transferring the Experimental School to Kabul after June 1993.



Tenth grade students at the IRC-sponsored Experimental School of the Sciences conduct a chemistry experiment with assistance from their instructor. During the 1991/92 academic year, over 400 chemistry, biology, physics and geology experiments were performed at the school.

HANGU COMMUNITY EDUCATION PROGRAM

The Hangu Community Education Program seeks to improve the quality of education and expand access to primary education in the refugee camps, and to the extent possible, in primary schools located in Afghanistan. To accomplish its goal, the program carries out the following tasks:

- Provides material and financial support to Afghan group schools and community-initiated primary classes and schools.
- Trains and monitors primary school teachers who teach in Afghan group schools and community-initiated primary classes and schools.
- Designs and produces teacher guides and other instructional materials.

The above tasks are conducted through four components that are administered and coordinated by the Hangu Community Education Program:

- Material support for Afghan group primary schools
- Community-initiated primary classes and schools
- Teacher training for primary school teachers
- Subject-matter seminars

The Hangu Education Program faced certain challenges at the start of the 1992/93 academic year due to changes in the political situation in Afghanistan. Despite the significant refugee population that remained in Pakistan in the fall of this year (approximately 80 percent of the original refugee population), most of the Afghan political groups closed their education agency offices as well as their schools. In September, 90 percent of the primary and secondary refugee schools did not reopen due to a shortage of teachers' salaries. A crisis situation resulted, whereby at least 30,000 refugee students in IRC-served areas were unable to attend school. Though the Hangu Education Program was prepared to provide supplies and materials to all schools that opened, budget limitations did not allow for providing teachers' salaries. The program did resume responsibility for the Naryab School and one primary class that had been transferred to the Afghan Interim Government's (AIG) Ministry of Education earlier in the year. In addition, over 50 requests were received during the fall for support of community-initiated primary classes. The program was only able to approve five requests, bringing the total number of classes to 33, the same number supported at the start of the previous academic year.

The following section provides more details concerning the four components of the Hangu Education Program.

HIGHLIGHTS

- During the 1991/92 academic year, the Hangu Education Program provided material support to over 330 refugee group schools with over 52,000 students enrolled. During the same period, the program supported 50 primary classes enrolling 1,338 boys and girls. This enrollment increased to 1,627 students at the start of the 1992/93 school year due to the closure of most other refugee schools.
- The program expanded its teacher training activities by developing and offering math and geometry seminars in addition to pedagogical seminars. The program staff were responsible for training 370 refugee school teachers in 12 pedagogical technique seminars and 132 teachers in three math and geometry seminars. The program also began developing a school administrators' seminar and a seminar for Dari and Pushto teachers.
- In collaboration with IRC's Rehabilitation Program for Afghanistan, the Hangu Education Program increased its teacher training and school support activities in Afghanistan. See Section IV, Cross-Border Programs, Rehabilitation Program for Afghanistan.

Material Support for Afghan Group Schools: This component provides material support to Afghan group schools that request assistance. These schools, sponsored by indigenous Afghan groups, would otherwise receive minimal material support from their communities. Assistance to these schools not only provides material support for classroom facilities and needy students, but indirectly serves to improve the community stature and the self-esteem of teachers. This, in turn, has contributed to the marked increase in requests for teacher training.

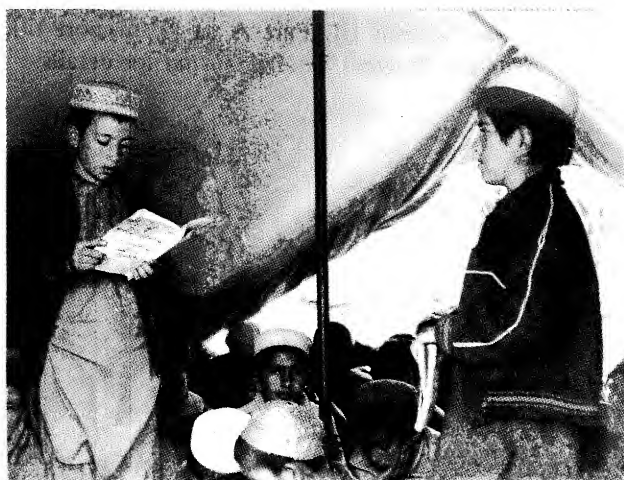
During the 1991/92 academic year, the program supported over 330 refugee group schools with over 52,000 students enrolled. Due to the closure of most of the Afghan group's education agencies and schools, few requests were received at the start of the new academic year. By the end of December, a total of 26 schools had contacted the program directly to request textbooks and supplies. Nineteen of these schools were surveyed and received supplies. The surveying of the remaining seven schools will be completed in January, after which books and supplies will be delivered. Although the program was unable to provide salaries to these schools, the staff decided to distribute stipends ranging from Rs. 1,000 to Rs. 2,000 to the teachers and staff who were working for no pay.

Community-Initiated Primary Classes and Schools:

This program provides books, materials, tents, tarps, and teacher stipends to community-initiated primary classes and the Naryab School. In areas where the program sponsors classes, communities nominate teachers, who are then screened, trained and supervised by the program. The primary classes vary in size and composition and are supported for no more than three years, during which time the students learn reading, writing and simple arithmetic. The medium of instruction is the students' native language. The program has three exceptional merits:

- Students become literate within a year.
- Because classes are composed of relatives and tribal members from one village or area, girls are able to attend and comprise up to 50 percent of the enrollment.
- Unlike other schools with varied teacher and student populations, the teachers for these classes will return to the same villages as their students and will be able to continue teaching in that community once they return to Afghanistan.

At the start of the 1991/92 academic year, the Hangu Education Program was supporting the Naryab school with 583 students enrolled in 17 classes, and 33 primary classes with 755 students (228 girls and 527 boys). In January 1992, AIG's Ministry of Education assumed responsibility for the Naryab school and one of the primary classes. However, due to the permanent closure of the Ministry offices in the summer, the program resumed responsibility for these classes in the fall of 1992. Thus, at the beginning of the new



Two boys carry out a role play in Pushto language class at the IRC-supported Naryab refugee school. In addition to salary and material support, the Hangu Community Education Program's teacher trainers provide pedagogical training and follow-up monitoring to ensure that teachers use such student-centered techniques as role play, group work, and question and answer.

academic year, the program was supporting the Naryab school with 676 students, and 33 primary classes with 951 students (251 girls and 700 boys). The enrollments increased 14 and 21 percent respectively from the previous year due to the closure of most refugee schools.

The Naryab school operates with 17 classes in grades one to eight. The program uses the Naryab School for practice teaching during training seminars and courses. During the fall semester, the program distributed 4,280 textbooks and other supplies, including notebooks, pens, pencils, and slates, to the 33 primary classes and to the Naryab School. Throughout the year, the staff paid a total of 721 visits to these schools to monitor the teachers and to confirm student attendance.

Teacher Training for Primary School Teachers: As mentioned previously, IRC feels that teacher training is one of the most effective ways of improving and extending the quality of education to a maximum number of students. The quality of teaching in the camps has generally been found to be poor. Very often teachers' knowledge of subject-matter is deficient and teaching methodology focuses on rote memorization and chanting.⁹ Research has demonstrated that the use of such student-centered teaching techniques and classroom management principles enhances the learning process.¹⁰

Accordingly, the Hangu Education Program offers pedagogical seminars that allow primary class and school teachers to review student-centered teaching techniques and to learn to develop and utilize classroom management skills. Examples of management skills acquired include: formulation of objectives, lesson plan preparation, test design and interpretation, design and utilization of visual aids, and application of child psychology theories. Through practice teaching exercises, teachers refine teaching techniques like question and answer, role play, group work, competition, and developing field work exercises. The teacher trainers also design, produce and distribute materials to guide and assist the teacher in preparing student-centered lessons and managing classroom activities. These materials are incorporated into the training seminars.

During 1992, 370 teachers were trained in 12 seminars. The trainers reported that teachers made a great deal of progress during the course of the seminars, with over 90 percent conducting effective micro-teaching lessons at the end of the course.

Subject-Matter Seminars: In 1992, the Hangu Community Education Program began to provide seminars that upgrade the subject-matter background

Teachers Trained by Hangu Community Education Program Staff: 1988 - 1992

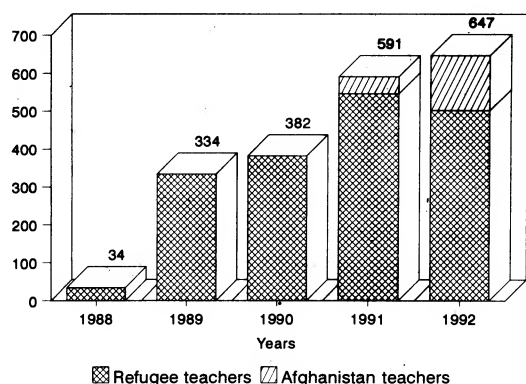


Chart 5

of Afghan primary school teachers. The teacher trainers had found that the teachers were making good progress in their use of effective teaching techniques and yet their instruction was hampered by an insufficient grasp of the subjects being taught. Even the teachers themselves made requests for such training. The seminars are designed to enhance the subject-matter knowledge and upgrade the technical skills of primary school teachers. To make sure that the trainees are able to teach up to level six effectively, the teacher trainers incorporate lessons up to the ninth grade level. The majority of the teachers who participate in these seminars have already received training in student-centered teaching techniques. During the seminars, the teachers are able to observe the use of these techniques in teaching the subject at hand.

During 1992, the program trained 132 refugee school teachers in three math and geometry seminars. The initial plan to train 120 teachers in four seminars was altered when large-scale repatriation was anticipated during the summer. The program increased the size of the seminars to accommodate more teachers before their expected return to Afghanistan. In all the seminars, the teachers took pre- and post-tests and often increased their performance by over 100 percent. During the last quarter, the program staff began to develop the curriculum for the Dari/Pushto seminars which will be offered in early 1993.

To supplement the teacher training courses, teacher trainers from the Hangu Education Program make regular visits to classes and schools in the camps, where they review lesson plans, observe classes to ensure that teachers are applying student-centered teaching methods and teach sample lessons to demonstrate

certain techniques. The program has proceeded very slowly with this activity in order to gain the confidence and trust of the schools' staff and teachers. A total of 117 monitoring visits were made during the year. For a summary of the teacher training and material support activities carried out by the Hangu Community Education Program in 1992, refer to Appendix IV, Tables 1-3.

In 1993, the program plans to hold three pedagogical seminars for 90 refugee primary school teachers, a math seminar for 40 teachers and a Dari/Pushto seminar for 30 teachers. Plans also include continued support of 33 community-initiated primary classes and the Naryab Primary School. Due to school closures and refugee repatriation, the program anticipates assisting a maximum of 50 Afghan group schools in refugee camps.

Also in 1993, the Hangu program will conduct its first headmaster training seminar aimed at upgrading the managerial skills of 30 headmasters currently working in refugee schools in the Hangu-Thal area. The workshop will enhance the administrative qualifications of the headmasters by covering such topics as discipline, organization and record-keeping, coordination of school business and activities, delegating responsibilities, and creating teamwork. After the seminar, the trainers will pay monitoring visits to a sample twenty percent of the headmasters in order to assess the success of the program and to share observations with the headmasters. In collaboration with IRC's Rehabilitation Program for Afghanistan, the Hangu Community Education Program carried out extensive teacher training and school support activities in Afghanistan in 1992 and will expand such activities in 1993. See Section III, Part A of this report titled *Rehabilitation Program for Afghanistan* for details.



Primary teachers work in small groups during a math and geometry training seminar sponsored by IRC's Hangu Community Education Program. Offered for the first time in 1992, the program trained 132 refugee teachers in three math and geometry seminars, in addition to training 370 refugee teachers in their standard pedagogical technique seminar.

PROFESSIONAL DEVELOPMENT PROGRAM

IRC's Professional Development Program works toward providing Afghans with the necessary professional skills to take part in rehabilitation efforts in Afghanistan. In 1992, the program consisted of three components: The Language Development Program, the Public Administration Program and the Men's Journalism Program. Each program is described in greater detail below.

THE LANGUAGE DEVELOPMENT PROGRAM

At the end of 1991, IRC's Language Development Program (LDP) offered a variety of different services including English language instruction in beginner through higher-intermediate levels, pre- and in-service teacher training for English as well as Dari and Pushto language teachers (the primary Afghan languages) and translation services. Due to funding limitations, the program underwent substantial changes during 1992. In January, the English portion of the teacher training program had to be discontinued, while the Dari and Pushto training portion was transferred to IRC's Science and Technology Training Department. The translation service portion of the program continued - operating as a self-sufficient entity. Unfortunately, the translation program was not able to cover its costs entirely by charging for its services and was discontinued in October.

Aside from these changes, the Language Development Program continued to operate the Men's English Language Program and the English Training and Development Program. These programs are broken down into further sub-components that are discussed in detail under each program heading.

THE MEN'S ENGLISH LANGUAGE PROGRAM

Established in 1985, the Men's English Language Program (ELP) was the first program to provide English-instruction to Afghan refugees. Since then, the demand for English skills has risen markedly and the English Language Program has expanded and diversified accordingly. The program is divided into three parts: Higher Intermediate English Language, English for Special Purposes and the English Program in Afghanistan.

The Higher Intermediate English Language component provides two levels of advanced English instruction

HIGHLIGHTS

- The Language Development Program offered advanced and intermediate English instruction to between 900 and 1,300 students in each of three terms; provided training and material support for outreach English language programs enrolling up to 6,700 students in Pakistan and 475 students in Afghanistan; and trained over 200 employees of eight NGOs in specialized English instruction.
- In each of three terms, the Men's Public Administration Program was responsible for training up to 425 students in semester courses and intensive workshops covering administration, management, and office and computer skills.
- The Men's Journalism Program, staffed entirely by Afghan journalists in 1992, graduated 11 students, six of whom participated in practical internships for such organizations as Voice of America and Kabul Radio.

through the Higher Intermediate I and Higher Intermediate II courses. During 1992, 752 students were enrolled in the first term of the Higher Intermediate I and II courses, which ended on May 14. The second term began May 17, with 755 students enrolled. The third and last term of the year ran from September 15 to January 4, 1993 and enrolled 693 students. The program held a total of 28 classes at the two levels during the first two terms and 27 classes in the third term. During the year, 751 graduates of the program received completion certificates.

The English for Special Purposes (ESP) component provides English instruction for employees of NGOs, hospitals, universities and other organizations. The instruction typically occurs on the premises of the contracting organization and is adapted to meet the particular needs of each organization. During 1992, this program component offered 9 specialized English classes for 204 employees of eight NGOs.

The English Language Program in Afghanistan (ELPA) promotes English instruction for Afghans living in Afghanistan. During the first half of the year, over 475 students in six provinces received textbooks, workbooks, teachers' editions, cassettes, tests, quizzes, supplementary materials, rosters and record sheets. Following the fall of the communist regime in Kabul in April, IRC received a myriad of requests for assistance

Advanced English students participate in group work during a potential English teacher training seminar offered by IRC's Men's English Language Program.



in establishing and supporting English language programs. Not able to accommodate all the requests it received and restricted by security concerns, the program temporarily discontinued assistance during the last half of the year. Pending favorable conditions, the program will continue to provide assistance in 1993 under the Afghanistan outreach component of the English Language Program.

THE ENGLISH TRAINING AND DEVELOPMENT PROGRAM

The English Training and Development Program (ETDP) provides lower-intermediate English instruction and material and technical assistance to Afghan refugee communities and Afghans who want to operate or participate in community-based English learning programs. In 1992, ETDP managed the following three components: the Language Outreach Program, the Hangu English Language Program, and the Outreach Graduate Program.

The Language Outreach Program was opened in 1987 to reduce the demand on the courses offered by IRC's English Language Program and to move toward greater community-based programming. Through the outreach program, ELP offers teacher training, supervision and teaching materials for community-based language instruction. Teacher salaries and other expenses are paid for by the administrator of each program, who collects the student fees. During 1992, the program supported between 21 and 30 outreach programs in refugee camps and urban areas. These outreach programs offered English classes (beginner to level four) to between 3,300 and 6,300 students. During the year, the program oversaw and assisted between 69 and 140 teachers. As repatriation began in the summer, the program experienced a drop in enrollment, and a total of nine outreach programs were closed. However,

given the renewed fighting which took place in Kabul and other parts of Afghanistan, Peshawar experienced an influx of returning refugees as well as new refugees during the last quarter. Three programs that had previously closed reopened, and two new outreach programs opened.

In 1992, the Hangu English Language Program provided community-based English instruction to students living in the Hangu area. IRC started the program in 1986 as an outreach program for IRC staff in Hangu and has paid for teachers' salaries and instructional materials since then. A total of 695 students were enrolled in the first term and another 451 students in the second term, which ended in July.



Students work in small groups during an English class supported by IRC's Language Outreach Program. During 1992, the program supported between 21 and 30 rural and urban outreach centers serving up to 6,300 Afghan students.

Unfortunately, the Hangu English Language Program was not able to cover all of its expenses through student fees, and the program lost approximately Rs. 50,000 during each of its two previous terms. As a result, IRC discontinued the program in August.

The Outreach Graduate Program provides intensive English instruction to students in Peshawar who plan to study at the Men's English Language Program. The Outreach Graduate Program completed three, three-month terms during 1992, enrolling between 200 and nearly 600 students at any given time in up to 18 classes.

As IRC looks toward 1993, it will be operating a smaller and more focused Language Development Program. The English Language Program and the English Training and Development programs will be combined so that students and teachers who work with both programs will receive greater assistance from the senior academic staff.

MEN'S PUBLIC ADMINISTRATION PROGRAM

Since the signing of the Geneva Accords in April 1988, many of the NGOs working with Afghan refugees in Pakistan have initiated programs geared to facilitate the process of repatriation and rehabilitation. Inherent in the design of such programs is the desire to bring Afghans increasingly into the roles of administrators, managers and decision makers. Over a decade of fighting has taken a devastating toll not only on Afghanistan's infrastructures, but also on its corps of leaders and managers. By some estimates, as many as 90 percent of Afghanistan's intellectuals have migrated or been killed in the war.¹¹ Accordingly, IRC's Public Administration program was established in August 1988 to provide training for Afghans in participatory management and decision-making techniques as well as in effective office management skills.

In 1992, the Public Administration Program (PA) continued to operate a training center which offers courses in administration, management, and office skills to Afghan managers, administrators, office workers and twelfth grade graduates. During each of the three terms in 1992, between 320 and 425 Afghans participated in courses offered by the two major components of the Public Administration Program described below.

Semester Courses for Twelfth-Grade Graduates: The semester courses, designed for twelfth grade graduates, are broader than the intensive workshops mentioned below and run for three months. They seek to equip students with administrative and bookkeeping skills so

that they may secure jobs related to the reconstruction of Afghanistan. In 1992, the Public Administration Program offered semester courses in administrative writing, basic bookkeeping, administration and management, and computer software packages, all of which are taught in English. Using English as a medium of instruction enables students to improve their English while learning administrative skills that will be needed in a post-war Afghanistan. Courses on financial administration and public administration are conducted in Dari and Pushto.

NGO Intensive Workshops for Afghan Professionals:

These workshops, offered to employees of NGOs, fall into one of two categories: management skills and computer software packages. Each is described in greater detail below:

Intensive Management Workshops: The intensive management workshops provide training for Afghans who are already working for NGOs but need to acquire skills to perform their jobs more effectively or to take on more responsibilities. The program offers seven courses for improving administrative skills. These courses are tailored to address the unique needs of the agencies that enroll participants. In addition to training staff members in such skills as organization, delegation, participatory decision making, and report writing, the workshops offer Afghan professionals a chance to share



Afghan students study computer software packages in a course at IRC's Public Administration Program. During each of three terms in 1992, between 320 and 425 Afghans participated in courses offered by this program.



These Afghan refugee students are developing Persian typing skills in a course offered by IRC's Public Administration Program. The program offers courses ranging from office management and administration to bookkeeping and computer software packages.

their knowledge with fellow workers engaged in relief and development initiatives.

Intensive Computer Workshops: The intensive computer workshops are designed to equip students and NGO staff members with the necessary skills to operate computers and typewriters. In 1992, the program offered courses in the WordPerfect 5.0, dBase III+ and Lotus 1-2-3 software packages and three levels of typing classes. Many of the students do not have jobs when they enter the program. IRC's computer and typing courses give them a marketable skill that will be needed in a post-war Afghanistan.

In 1993, the Public Administration Program will continue to provide administrative and managerial training for Afghans but will shift its focus to respond not only to budget limitations but also to the changing circumstances in the refugee situation and the subsequent changes in the population's professional needs. The program plans to reduce the number of intensive management workshops it offers and instead concentrate on offering a wider variety of intensive computer workshops, which are in high demand. The program manager and staff will also work hard to develop and implement new and creative ways to increase the program's self-sufficiency. In an effort to increase revenues, the staff will offer and schedule custom intensive versions of their standard semester courses for managers and executives with time constraints. In addition, the program has formed a computer committee whose purpose is to explore ways to increase revenues by developing new software package courses and limited translation services. They will also examine ways of reducing expenses by pooling the staff's computer hardware and software knowledge with the goal of reducing computer maintenance and repair expenses.

MEN'S JOURNALISM PROGRAM

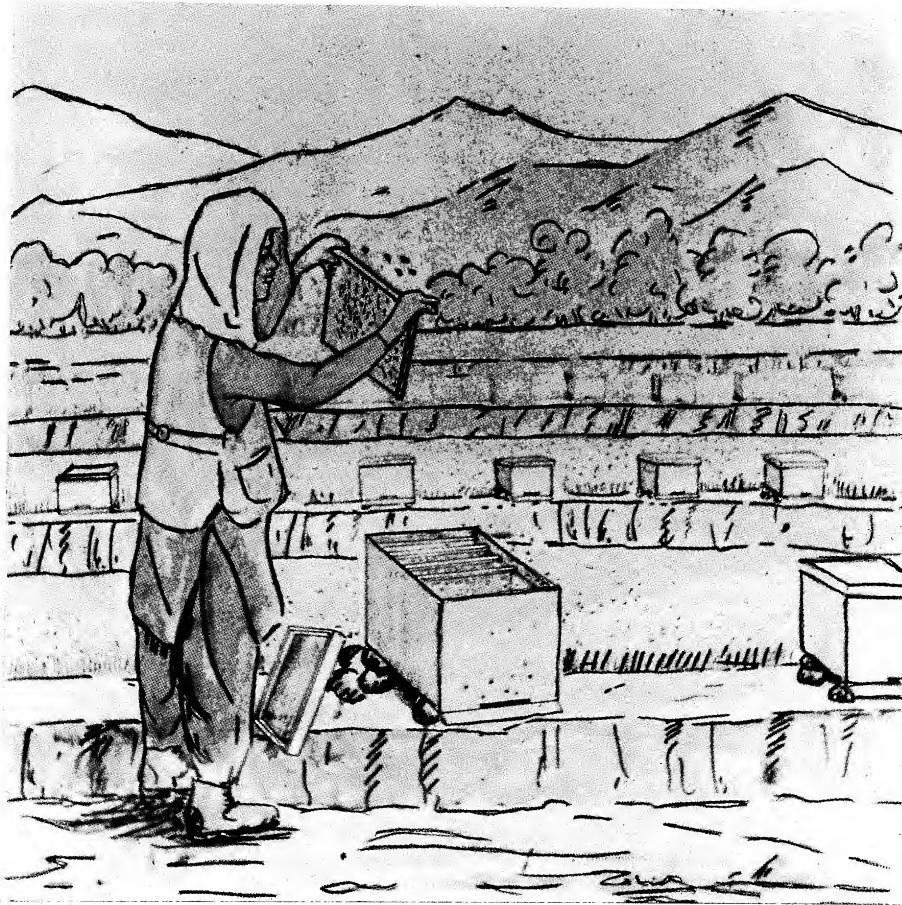
The Men's Journalism Program was opened in 1987 in order to provide Afghans with the skills necessary to publicize the plight of Afghan refugees and their country in an objective and clear manner to the outside world. A total of 80 Afghan refugees graduated from the program, many of whom have found jobs with local and international media organizations. In 1992, the program was staffed entirely by Afghan journalists, who revised the course substantially to reflect the professional needs of Afghan refugees in Peshawar. The revised course featured greater emphasis on developing students' abilities to write and report in their own languages of Dari and Pushto.

During the year, 11 students graduated from the program. Six students participated in a practical internship, working for such organizations as the IRC Printing Press, *Shahadat*, a local Dari/Pushto newspaper, Voice of America and Kabul Radio. The staff also radically revised the curriculum during the year. The most notable improvements took place in the Dari portion of the course, which had been expanded so that instruction was divided equally between English and Dari. In January, the Dari grammar instructor developed a 43-page textbook containing notes relating to the grammar points addressed in the course.

Despite these highlights, the program faced a number of setbacks during the year. Of the 32 students who enrolled in the course in the fall of 1991, only six finished the course. The declining enrollment, together with the departure of the program manager and other issues, led IRC to close this program in September.

INCOME GENERATION PROJECTS

- **THE SELF-RELIANCE PROGRAM**



Previous page: This illustration was designed by an artist at IRC's Rehabilitation Program for Afghanistan (RPA) for use in an instructional flipchart on bee-keeping. Such flipcharts assist RPA extensionists in their education activities with Afghan farmers.

SELF-RELIANCE PROGRAM

Established in 1985, the goal of IRC's Self-Reliance Program (SRP) is to create employment, income and vocational training for Afghan refugees residing in Kohat, Banu, Orakzai Agency, Waziristan, Kurram and Peshawar. Special focus is devoted to those who are orphaned, disabled, widowed and/or poor. The program currently manages projects in the following sectors:

- Construction/maintenance
- Handicrafts
- Credit scheme
- Multi-purpose workshop
- Auto shop
- Agriculture
- Printing press

In 1992, three projects were completely or partially-funded by UNHCR (construction, credit scheme, handicrafts) and the others were self-financing.

THE CONSTRUCTION, MAINTENANCE AND WATER SUPPLY PROGRAM

The purpose of the construction project is to provide income-generating and training opportunities for Afghan refugees by constructing and maintaining community facilities and infrastructures like schools and basic health units (BHUs) in refugee camps. Entirely funded by UNHCR, in 1992, the program maintained 55 schools, 16 BHUs, 86 geodesic domes, 14 resettlement stores, two health accommodation staff houses and one warehouse. SRP implements the water supply activities in the 13 Hangu-Thal camps in collaboration with the Hangu Medical Program's Sanitation Program. Refer to Section IV., Part A titled Water and Sanitation Program for details of the 1992 activities and plans for 1993.

In 1993, 500 men will be employed in carrying out major repairs on three schools in Kurram Agency, Bannu and Kohat and two BHUs in Kurram Agency, as well as minor repairs on as yet unidentified projects (resettlement stores, roads, geodesic domes, binishells, etc). In addition, ten trainee engineers from IRC's Construction-Related Training Program will participate in a construction practicum in June of 1993. To avoid a loss of money, SRP will actively seek to obtain and implement contracts from NGO's and from IRC's Rehabilitation Program for Afghanistan to construct schools, BHU's, shallow wells, springs, etc. in Paktia, Logar, Paktika and Nangarhar provinces.

HIGHLIGHTS

- In 1992, many of SRP's programs targeted *vulnerable groups* - those refugees who are orphaned, disabled, widowed and/or poor and have no other source of income:
- The Credit Scheme Program offered goat, poultry, tailoring and carpet-weaving loans to 322 vulnerable women; gave loans and start-up kits to support 32 new businesses; and provided apprenticeships to 46 orphaned boys in various skills including mechanics, tailoring and carpentry.
- The Multi-Purpose Workshop employed and trained eight orphaned boys in wood and metal skills and 158 vulnerable refugees in gabor weaving.
- In addition to supporting employment opportunities for up to 85 females who produce embroidered and tailored items, the Handicrafts Program began a six-month embroidery training program for 40 orphan girls in four refugee camps.

HANDICRAFTS

The handicraft program supports employment opportunities for girls and women in six refugee camps. The women embroider swatches of cloth which are then incorporated into clothing, pillow cases, bags, etc. There are two handicraft shops where items are sold: one in Peshawar and one in Hangu. In addition to receiving income for their work, the women receive training so that they produce items of higher quality and attractiveness. In 1992, an average of 81 women embroidered articles each month, earning a total of Rs. 29,106 (\$1,164) per month. While SRP purchased Rs. 376,737 (\$15,069) worth of handicraft materials in 1992, they also generated Rs. 689,136 (\$27,565) from the sale of finished embroidered items. Sales rose during 1992 as a result of the monthly sales at the handicrafts showroom in Peshawar. Also during 1992, five female tailors completed 416 tailoring orders and earned an average of Rs. 7,784 (\$311) each month in tailoring fees. Lastly, in May, 40 orphan girls began a six-month embroidery training program in four refugee camps. Classes met once a week and were held in the program's handicraft centers in two camps and in a girls' school in a third camp.

In 1993, 500 women residing in nine camps in the Kohat/Thal area will earn income by embroidering handicrafts. In addition, 40 orphan girls will receive training in producing handicrafts. Wares produced by the women and girls will be sold in Pakistan and abroad. At least 60% of the costs incurred in 1992 should be recovered through sale of the handicrafts.

CREDIT SCHEME

The purpose of the credit scheme is to foster income generation, employment, and training opportunities for 'vulnerable refugees' who have no other source of income by providing financing for those individuals who wish to engage in business and handicraft ventures in North Waziristan, Kohat and Bannu. Through the credit scheme, orphan-boys and disabled men also receive apprenticeship training in various business and trade concerns. Each component of the credit scheme is described in greater detail below.

Loans for Widows: In 1992, SRP has tried to focus on new income-generation activities so they will be efficient and adaptable to the needs of poor women in the community. This year, the Credit Scheme Program created new business opportunities for widows through its goat, poultry, sewing machine, carpet and carpet pillow loans. SRP distributed these loans among widows living in Kohat, North Waziristan and Orakzai Agency. In consultation with the Social Welfare Cell and with community elders, the program identified women eligible for the loans. During 1992, the program provided:

- **199 Goat Loans:** Raising goats is a traditional job for women and a better income generator than the embroidery projects. Goats are inexpensive to feed and each goat bears an average of four kids per year. The women usually keep one kid for their families and sell the others. The widows use the goat's milk to make dry yogurt and butter, which they sell or use to supplement their families' diets.

- **13 Poultry Loans:** Poultry production is another traditional business for Afghan women, and the poultry loans have achieved considerable success. In the past, many of the widows repaid their loans before the due-date at the end of the year. Forty of the 50 chicks which SRP distributes to each widow are hens. Each hen lays approximately 280 eggs per year. The Fayumi or Rhode Island chicks which SRP distributes are vaccinated against local diseases and can eat any kind of feed, though SRP advises the widows to combine chicken feed with other feed during the first three months. After three months, the chicks start laying, and the women sell the eggs to generate income or use the eggs to supplement their families' diets.
- **86 Tailoring Loans:** Each widow or disabled woman was provided with a sewing machine. The women sew items for their families and neighbors and teach their daughters how to sew. The women repay their loans in installments of Rs. 100/month (\$4).
- **24 Carpet-Weaving Loans:** By providing families with wool and other inputs for carpets and pillow cases, SRP enabled the refugees to use and apply their traditional carpet-making skills. SRP sells these carpets and carpet pillow covers at the Handicraft showrooms in Hangu and Peshawar. SRP advises these families to save and invest one-quarter of their wages and requires families to buy their own raw materials after they produce four carpets. This measure encourages the producers to work carefully and with a mind to competition with other producers.



An Afghan orphan boy learns carpet weaving through an apprenticeship program at IRC's Self-Reliance Program (SRP). At their Hangu workshop site, SRP trainers instruct the orphan boys in carpet-weaving during a nine-month period, following which the boys go on to train their mothers, sisters and other family members. SRP purchases carpets woven by these families for resale in its handicraft showrooms.

Afghan Widows Face Problems

NEWS FEATURE - By Mariam Ehsan, a student in IRC's Women's Journalism Program.

Two hungry and sickly women with thin bodies wearing old dresses and old *chadors* (shawls), dragged leather bags along the streets of Hayatabad (a neighborhood in Peshawar). One of them was knocking at the gates of Pakistanis' and Afghans' houses and was yelling, "In the name of God, bring something for eating and drinking, if you bring us some cold water it will be your kindness."

A door opened and a young woman brought them some food and water. "Oh! My lady, grant you paradise. Please bring some clothes and children's shoes for my children; they are orphans, their father is dead," the youngest one said. She wiped tears from her face with her *chador* and said, "If my husband was alive I would not have to beg."

The oldest one said, "God is angry at us. We are so unlucky, our country has become free but we can not go there because of the money for transportation and we do not have any home in Afghanistan to live." "The Russians destroyed everything, our land is full of mines what we should do? I don't know, God knows," she added.

Gull Chara and Bakht Be-Be are widows who, like other Afghan widows, face many problems. Widows make up 20 percent of Afghan women in Afghanistan and Pakistan. Fourteen years of war in Afghanistan has caused a major increase in the number of widows in Afghan society.

Bakht Be-Be and Gull Chara came from Afghanistan 10 years ago. The Russians martyred Gull Chara's husband eight years ago, because he was a mujahed. Bakht Be-Be's husband died in a bomb explosion seven years ago in Kandahar (a province of Afghanistan). He was also a mujahed. Gull Chahra has three children: two sons and one daughter, and Bakht Be-Be has three daughters and two sons. Their children do not go to school because they cannot afford to go to school. They have to come with their mothers to beg. "If our children can go to school it will be very good for their and our future life, but what should we do?" Gull chahra said.

These two widows live in Kacha Gari camp (a neighborhood in Peshawar). They live in tents in a yard that Bakht Be-Be's husband built seven years ago. They do not have a ration card to get food. They come to Hayat Abad to beg, because there is no work for them. "Our children need to have food to eat and clothes to wear -- if we do not do something they will die," said Bakht Be-Be. She said that if there was a job, she would do it with happiness, and added that working is not as difficult as begging.

Another widow, Mahar Taj, a mother of two daughters, came from Afghanistan three years ago. She works at a refugee school in Peshawar as a cleaner. She gets a salary of Rs. 1200 (\$48) per month but it is not enough for her family. Life is too difficult for a widow", she said. "After my husband's death nobody helped me." Mahar Taj's one daughter got married but her husband was killed too. Now, she and her three children live with Mehar Taj.

Shah Koko is another widow who works as a cleaner. I have to take care of my children's stomachs. "I cannot afford clothes for my kids," she gets a salary of Rs.1300 (\$52) per month, but says that is not enough for her and her four children. Shahkoko said that she and her children cannot afford to wear new clothes, and that they always wear clothes that other people give to them.

Shahkoko's three children go to school, but she is worried about her oldest daughter. Her daughter is 14 and

still uneducated. She has to stay at home and prepare food for her sister and brothers and do the housework.

Shahkoko has been living in a shared house with her brother's sister-in-law and her aunt's sister-in-law in a neighborhood in Peshawar for years because she cannot afford to rent a separate house.

In Pakistan, some NGO's have projects for widows. For example, IRC has a loan project which is part of the IRC Self-Reliance Program in Hangu. This projects help widows and makes their life easier.

Editor's note: Starting in 1990, the Credit Scheme office of IRC's Self-Reliance Program (SRP) began offering poultry, tailoring and carpet-weaving loans to Afghan widows and needy women. The poultry loans, which include 50 young chicks, are repaid over a 12-month period starting when the chickens start laying eggs. Recipients of tailoring loans receive a sewing machine and are able to sew items for their families, neighbors and teach their daughters to sew. They repay the loans in installments of Rs.100 per month. The carpet-weaving loans involve providing the women with wool and other inputs for the first four carpets. SRP agrees to purchase the carpets and sell them in their handicraft showrooms. In 1992, the Credit Scheme office initiated goat loans for widows and needy women. Each woman receives one or two goats, whose milk is used to make yogurt and butter for family use and for sale. As goats bear an average of four kids per year, the women usually keep one kid for their families and sell the others. To date, the SRP Credit Scheme office has reached over 750 widows through these four loan programs.



An Afghan widow poses near the sewing machine she received as a loan through the Self-Reliance Program's credit scheme project. The recipients of such loans sew clothes for their families and neighbors and repay the loan over a 12-month period. SRP granted 86 tailoring loans to widows and disabled or vulnerable women during 1992.

The Skilled Artisan Loan Scheme: Under the Skilled Artisan Loan Scheme, SRP gave loans and start-up kits to support 32 new businesses and advised other refugees about starting businesses. The loans varied from Rs. 950 (\$38) to Rs. 5,000 (\$200) and supported the establishment of such businesses as a confectionery shop, a fruit cart, a vegetable cart and a tailoring shop.

Apprenticeships for Orphaned and Disabled Afghan Refugees: A total of 46 orphaned boys participated in apprenticeships with businesses in Kohat, North Waziristan and Orakzai agencies. SRP paid the apprentices Rs. 300 per month and their trainers, Rs. 200. The length of the training program depended on the complexity of the skill taught, but often averaged nine months. In 1992, SRP sponsored the following apprenticeships: mechanics (21), men's haircutting (2), tailoring (12), embroidery (2), shoe-making (4), radio repair (3) and carpentry (3).

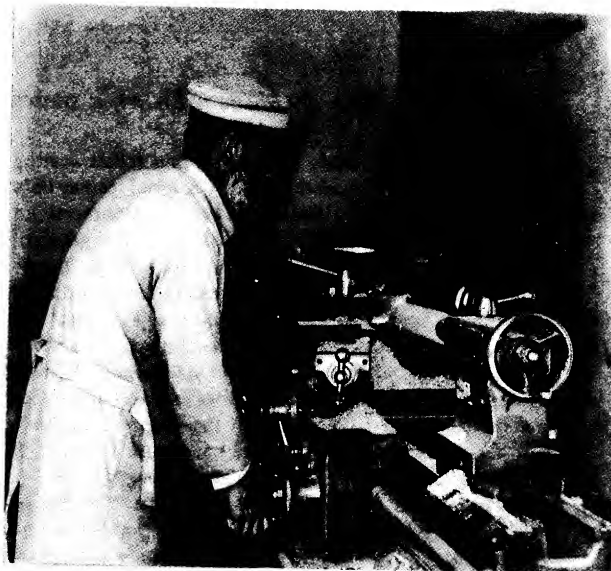
In 1993, the Credit Scheme Program plans to issue 80 poultry and goat loans to unskilled widows, apprentice 40 vulnerable boys to businesses of their choosing, assist 55 families in producing 50 carpets and 15 carpets train 10 women in tailoring and 10 in carpet-weaving, and issue 35 sewing machine loans to widows. In addition, the program will explore the possibility of implementing a widows' poultry project in Logar province, Afghanistan.

THE MULTI-PURPOSE WORKSHOP

The aim of the Multi-Purpose Workshop is to provide income-generating opportunities for skilled artisans and training for orphaned or disabled apprentices by producing items made of wood, metal, plastic or cement. Items are often produced for NGOs who are providing services in the Northwest Frontier province or for use by Afghan refugees. Components of the Multi-Purpose Workshop include:

The Wood and Metal Shop: In 1992, the Wood and Metal Shop employed 13 skilled Afghans and eight orphan boys in the production of metal boxes for Save the Children-UK, plastic bottles for IRC's Medical Program, furniture and other items. The staff completed approximately 500 orders for various products from different NGO's and private sources.

The Gabion Project: A gabion is a wire mesh panel which can be assembled on-site to form a one cubic meter cage. The cage is filled with stones and used to form a part of a dike or other erosion control barrier. It is a cost-effective building material that can be used in agriculture projects, dams, dikes and road construction projects. SRP has trained over 1,300 people since 1989 to hand-weave these panels in home compounds. The families that have participated in the



An Afghan refugee runs a wood lathe in the Self-Reliance Program's Multi-Purpose Workshop. The aim of the workshop is to provide income-generating opportunities for skilled artisans and training for orphaned or disabled apprentices by producing items made of wood, metal, plastic or cement.

project have earned in total more than Rs. 1,000,000 (\$40,000).

In 1992, the project trained 158 vulnerable refugees in gabion weaving and created an average income of Rs.1,500 (\$60) per trainee during the training period. Midyear, the project staff lowered their labor charges from Rs. 30 (\$1.20) per square meter to Rs. 23 (\$.92) in order to better compete with new gabion producers in the area. The Gabion Project continued to receive orders throughout the year and remains the most profitable business at SRP.

Concrete & Slabs: The concrete portion of the multi-purpose workshop produces a number of different items which are used by IRC's Medical Program in their sanitation activities and by SRP's Water Supply Program. The items sold include 319 latrine slabs, 100 well covers, 263 posts, and 316 rings and top rings.

In 1993, the Multi-Purpose Workshop will provide income-generating opportunities to 24 skilled artisans, will continue training ten senior and middle-level apprentices and will make a ten percent profit by producing wooden, metal, plastic and concrete items preferably of use to Afghan refugee communities or in the reconstruction of Afghanistan. Production activities will include plastic bottles, carpentry and welding, furniture and other household items and metal boxes. SRP also plans to establish workshops in Logar province to provide income-generating opportunities to

21 unskilled artisans and to train ten senior and middle-level apprentices.

Lastly, SRP will employ 40 *vulnerable* trained gabion makers and 1,200 refugees (to be trained in the process) from NWFP in the production of at least 75 tons of gabions to be used in rehabilitation projects in Afghanistan. The project will employ an additional 600 *vulnerable* trained gabion makers in Logar province in the production of another 75 tons of gabions.

AUTOSHOP

In 1992, the Autoshop provided maintenance for 53 Hangu-based IRC vehicles and private vehicles. Sixteen regular staff, including six senior and mid-level apprentices worked with the Autoshop during the year and completed the following activities:

- Completed 562 servicing jobs on IRC and private vehicles.
- Performed 2,874 minor and major repairs (oil changes, piston boring, etc.) on IRC and private vehicles.
- Coordinated 1,466 trips of the water tanker (6,500 liter capacity) at the rate of Rs. 30/trip for SRP's Water Supply Program in Kotki I and II camps and Lakhti Banda camp.

In 1993, SRP intends to manage an autoshop in Afghanistan which will service and repair private vehicles as well as IRC vehicles that run to Puli-Alam, generating a five percent profit by the end of 1993.

AGRICULTURE

In 1992, the agriculture division sought to promote disease-resistant animal-stock populations in the Kohat

and Thal areas. Over 1,200 families purchased 22,112 chicks from the SRP layer farm during the year. These chicks each lay more than 280 eggs per year. The broiler farm sold 19,006 chicks and the SRP bulls inseminated 899 cows. The bulls were eventually sold and this activity will not be continued in 1993. The honey bees produced 200 kg. of honey which were sold at IRC's handicrafts showroom in Peshawar.

In 1993, SRP plans to generate income and increase the animal stock available to refugees by raising and selling approximately 18,000 broilers and 18,000 layers from their respective farms. In addition, the program will increase the number of bee-hive boxes from 32 to 64 for eventual sale to refugees as well-maintained bee colonies. The staff will raise bees where the flora is available and sell the honey in Hangu and Peshawar.

Lastly, in three provinces of Afghanistan, SRP intends to promote animal-stock that are more disease-resistant and more productive than other locally available breeds. This will include the training of 200 people about poultry farming, animal husbandry and honey bee-keeping.

THE PRINTING PRESS

The IRC Printing Press was established in 1985 and provides employment for 135 refugees. By far the largest undertaking at SRP, the press took in nearly a million dollars in revenues in 1992. However, due to reductions in the unit price of textbooks in the face of dwindling funds, expenses slightly exceeded costs for the first time in the press's history (resulting in a .16 percent loss). Among other orders, the printing press printed approximately 1,997,000 textbooks for grades one through nine for the University of Nebraska.



An apprentice in the Self-Reliance Program's Autoshop gets under the hood to carry out repairs on a private vehicle. During 1992, the Autoshop employed 16 Afghans, including six senior and mid-level apprentices, to perform over 3,400 servicing and repair jobs.

CROSS-BORDER PROGRAMS

- **REHABILITATION PROGRAM FOR AFGHANISTAN**
- **RURAL ASSISTANCE PROGRAM**
- **MEDICAL CO-FINANCING PROGRAM**



Previous page: This illustration, showing the test weighing of an improved variety of wheat, was created by an artist at IRC's Rehabilitation Program for Afghanistan (RPA) for use in a flipchart on seed multiplication. Through their model farm program, RPA's agriculture extensionists distribute improved wheat and maize seed to Afghan farmers and educate them about the process of seed multiplication.

REHABILITATION PROGRAM FOR AFGHANISTAN

IRC's Rehabilitation Program for Afghanistan (RPA) was established in 1988, following the signing of the Geneva Accords. The program's goal is to facilitate the expected repatriation of the refugee communities whom IRC serves in Pakistan. Most of these refugees originate in Paktia, Paktika, Logar and Nangarhar provinces in eastern Afghanistan. According to UNHCR statistics, 93,163 registered refugee families (609,837 individuals) returned to these four provinces alone in 1992. Impetus to this large-scale repatriation was given by the fall of the communist regime in Kabul and its provincial outposts. This led to a dramatic increase in the demand for RPA rehabilitation assistance and the consequent expansion of RPA activities during the year.

RPA's strategies for cross-border work have evolved from short-term efforts to more sustainable approaches which stress community involvement and facilitate the gradual return of refugees. Accordingly, RPA designs and implements a multi-sectoral, community-based program which supports projects in agriculture, engineering, public health, and education. RPA works in direct collaboration with district committees which represent the different tribes and local interests.

AGRICULTURE PROGRAM

In the agricultural sector, RPA continued its efforts to increase Afghanistan's agricultural productivity and to



Veterinary staff from IRC's Rehabilitation Program for Afghanistan (RPA) diagnose a farmer's calf in Khost district. In 1992, RPA's veterinary program ran five rural clinics, whose staff vaccinated over 294,000 livestock and poultry and treated over 258,000 animals for various ailments.

HIGHLIGHTS

- During the year, RPA opened seven new demonstration farms, bringing the program's total to 20, and more than doubled its field extension staff.
- By the end of 1992, vaccinators from RPA's Expanded Program for Immunization had met 135 percent of their total full immunization target figures for children and 156 percent for females.
- RPA's Community Education Program greatly increased their activities in 1992, training 147 teachers from three provinces in four 24-day pedagogical seminars and distributing textbooks and supplies to 200 schools serving 56,429 students in four provinces.
- RPA's engineers completed repairs on 86 irrigation systems, providing water to 10,800 hectares of farming land and directly benefitting almost 13,000 families. The RPA Water Supply Project also installed water supply systems on 17 springs, providing clean drinking water to 3,300 rural families.

begin reconstructing the agricultural infrastructure damaged by over 13 years of conflict. Direct agricultural assistance is provided through RPA's model farms and extension program. This program incorporates three elements: district-based model farms, which demonstrate integrated and diversified agricultural practices; an extension network of contact farmers practicing key agricultural activities; and veterinary clinics, which provide animal vaccination and basic veterinary care in rural areas.

In 1992, RPA opened seven new demonstration farms--RPA now operates 20 such farms in 16 districts of three Afghan provinces--and more than doubled its field extension staff. During the year, RPA extensionists spent 967 person-days in trainings designed to upgrade their technical and training skills. Applying this training, they developed on-farm demonstrations and provided advice and formal training to approximately 1,000 farmers in various extension topics including improved wheat and maize seed multiplication, poultry raising, vegetable gardening, food storage and preservation, fruit-tree nursery management, agro-forestry and bee-keeping. The RPA staff also supervised the distribution of agricultural commodities including 115 metric tons of improved maize and wheat seed, each with fertilizer, to 2,200 families; 380,000 vegetable seedlings to 2,500 families; almost 4,000 fruit tree suckers; and more than 14,000 forestry seedlings to 500 families. RPA-managed tractors continued to provide commercial services in

cultivating additional land for agricultural production. RPA veterinary staff in five rural clinics vaccinated over 294,000 livestock and poultry during the year, and treated over 258,000 animals for various ailments.

During 1993, the RPA agricultural program will concentrate on improving farmer training services and on increasing material support to new contact farmers. Under two new projects begun in December, RPA will also supervise the wheat seed multiplication programs of 12 Afghan NGOs operating primarily in Nangarhar and Paktia provinces. An additional five veterinary clinics are scheduled to open by mid-year.

ENGINEERING PROGRAM

RPA's engineering program continued to repair selected irrigation systems in districts of Paktia, Paktika and Logar provinces. Afghanistan employs a dual system of irrigation based on canals and karezes (traditional underground water channels). Since 1978, war and neglect have caused major deterioration in these irrigation systems. During 1992, RPA engineers completed repair work on 24 canals in six districts of two provinces. RPA also completed repairs on 62 karezes in 11 districts in three provinces, including 26 of which RPA began in 1991. These rehabilitated irrigation systems provide water to 10,800 hectares of farming land and directly benefit almost 13,000 rural families. Ongoing work on another 59 karezes will be completed by the spring of 1993. RPA engineers intend to complete an additional 30 canals and 100 karez projects during 1993.

PUBLIC HEALTH PROGRAM

The RPA Public Health Program comprises the following four components: expanded program for immunization (EPI), water supply, sanitation and latrine construction. During 1992, RPA's public health projects provided vaccinations, latrines, water-supply resources and health education services to communities in Paktia, Nangarhar and Logar provinces of Afghanistan. Vaccinators from RPA's Expanded Program for Immunization administered some form of vaccination to 31,256 children (ages 0-2) and 53,312 females (ages 5-45). By the end of 1992, RPA vaccinators had met 135 percent of their total full immunization target figures for children in 1992 and 156 percent for females. The program also extended provision of the oral polio vaccine in all 19 districts of Paktia and Logar provinces where RPA's EPI teams were operating. RPA's Water Supply Project completed installation of systems on 17 springs, providing clean drinking water to 3,300 rural families. RPA's six sanitarians taught 2,831 health education sessions in community centers, mosques, health centers, schools and food establishments. As part of RPA's Latrine Construction Project, RPA staff oversaw the

completion of 144 double-vault composting latrines in five districts and supervised construction of an additional 209 pit latrines in Nangarhar province for new refugees fleeing Kabul. (For details, see section below titled *Emergency Relief for Displaced People in Jalalabad*.) These activities, and others which RPA's Public Health Program carries out, are helping to improve the standard of community health in rural Afghanistan. As increasing numbers of Afghan refugees return to their homes in Afghanistan, RPA hopes that these programs will help communities achieve a sustainable improvement of community health standards.



Afghan children fill water containers at a water supply tank constructed in Paktia province by IRC's Rehabilitation Program for Afghanistan (RPA). During 1992, RPA's Water Supply Project installed water systems on 17 springs, providing clean drinking water to 3,300 rural

In 1993, RPA's EPI program will cover an additional 13 districts while maintaining vaccination services in currently targeted districts. An increased emphasis will be placed on water supply activities with twelve or more spring-fed systems completed in the Khost valley by June. Additional sites will be identified throughout the year. An additional six sanitarians will be hired in 1993. From April to August, RPA sanitarians will oversee an anti-malaria campaign incorporating the sale of treated bednets and malaria education in the Khost valley.

COMMUNITY EDUCATION PROJECT

RPA continued to support schools in Afghanistan by providing pedagogical training to teachers and materials and supplies to students. During the year, the Community Education Project trained 147 teachers from Paktia, Paktika and Logar Provinces in four 24-day pedagogical training seminars. The project also distributed over 24,000 textbooks, 107,000 notebooks,

90,000 pens, 51,000 pencils and additional supplies to 200 schools serving 56,429 students in Logar, Paktika, Paktia and Nangarhar provinces. The supplies also included administrative materials such as enrollment registers and attendance books. The supplies will enhance the students' learning process and also assist the teachers and school administrators. Refer to Appendix VI, Table 1 for a summary of the program's teacher training and school support activities.

In 1993, the Community Education Program plans to conduct six 24-day pedagogical seminars for 180 teachers during the winter and summer vacations in four provinces: Paktia, Paktika, Logar and Nangarhar. In addition, the program intends to conduct a total of eight subject-matter seminars: 18-day seminars in mathematical pedagogy for 160 primary school teachers and 15-day pedagogical seminars in Pushto and Dari for 120 teachers. The program also anticipates assisting approximately 350 schools serving 50,000 students in these four provinces through the distribution of textbooks and school supplies.

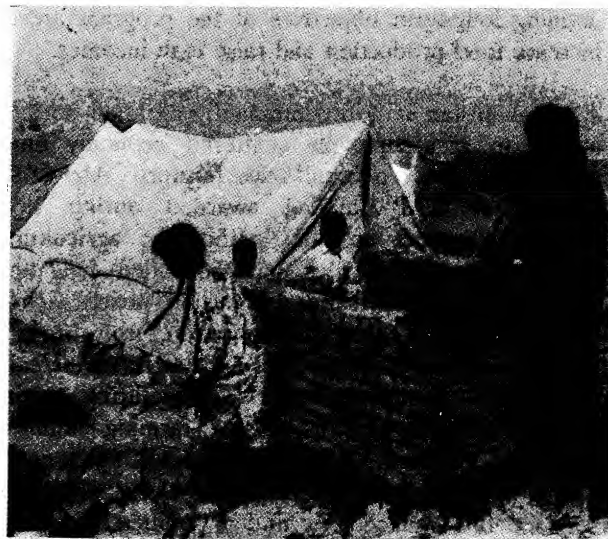
Also in 1993, the Community Education Program is initiating a new headmaster training program aimed at upgrading the managerial skills of 100 headmasters who are currently working in four provinces in Afghanistan. The need for this kind of training has become increasingly apparent in the refugee camps as well as in Afghanistan. During their monitoring visits, the program's teacher trainers have consistently witnessed a lack of management and leadership skills on behalf of the headmasters. While the teachers have made significant progress in their use of effective teaching techniques and have gained confidence in their subject-matter knowledge, both they and the students are suffering from the absence of consistent leaders capable of coordinating school business, establishing proper discipline and organization, and providing an overall conducive atmosphere in which learning can take place. The seminars will enhance the administrative qualifications of the headmasters by covering such topics as teacher supervision, record-keeping, coordination of school business and activities, delegating responsibilities, and creating teamwork.

Members of a displaced Afghan family build a latrine near their tent at a camp in Jalalabad (Nangarhar province). IRC provided supplies and technical assistance for the construction of 230 latrines and 49 bath houses and delivered 4,000 quilts, 4,000 mattresses and 500 blankets for displaced families in Jalalabad who had fled the fighting in Kabul. (Photo courtesy of Jane Schreibman)

EMERGENCY RELIEF FOR DISPLACED PEOPLE FROM JALALABAD

During the month of August, fierce fighting in Kabul forced thousands of people to leave their houses and take shelter in neighboring areas. In early September, IRC joined an NGO task force set up to coordinate emergency aid to the displaced persons in two camps located in Jalalabad. Over the four-month period which followed, IRC staff surveyed the most critical needs in the camps and arranged for the provision of supplies and technical assistance for the construction of latrines and bathhouses, as well as the distribution of blankets and mattresses to displaced families. In September and October, the program supervised the construction of 230 latrines and 49 bath houses in the two camps. In December, IRC staff delivered 4,000 quilts, 4,000 mattresses and 500 blankets, to Jalalabad and procured an additional 2,500 quilts from UNICEF. The program had completed the distribution of 4,685 quilts and 3,945 mattresses when the program was suspended due to the killing of IRC's task force leader, Sayed Modasir, and his driver Mohammed Homayun. The remaining materials were handed over to UNICEF for further distribution.

The large-scale repatriation in 1992 underscores the need for the kinds of projects that IRC's Rehabilitation Program for Afghanistan is pursuing in Paktia, Paktika, Logar and Nangarhar. As peace returns to rural areas of Afghanistan in 1993, RPA will continue to facilitate resettlement through the support of agricultural production and infrastructure, provision of maternal and child vaccination services, development of drinking water and sanitation facilities, and introduction of quality education. IRC hopes that such activities in rural Afghanistan will not only facilitate continued repatriation, but will mitigate conditions that might force Afghans to leave their homes once again.



RURAL ASSISTANCE PROGRAM

In July 1988, the United States Agency for International Development (USAID) and the International Rescue Committee (IRC) entered into a cooperative agreement establishing the Rural Assistance Program (RAP). Pursuant to this agreement, IRC/RAP began to administer grants awarded to non-governmental organizations (NGOs) implementing relief and rehabilitation projects in war-torn Afghanistan. RAP's role includes proposal review and evaluation, grant administration and financial, administrative and technical oversight. Subsequent amendments to the original cooperative agreement have augmented program funding and further broadened the scope of IRC/RAP's responsibilities to include the institutional development of its grantees.

During RAP's early stages, widespread political instability and a series of natural disasters in Afghanistan necessitated programming which addressed immediate needs arising from these dire circumstances. Between 1988 and 1990, half of the grants awarded supported emergency and/or survival assistance, much of that in the form of food aid. As zones of relative tranquility began to appear and projects of a more sustainable nature became possible, restoring Afghanistan's rural economies became the focus of RAP's funding strategy. This approach was intended to not only assist those who had chosen to remain in Afghanistan during the many years of war, but to also create favorable conditions for the return of at least a portion of the estimated five million Afghan refugees who had taken asylum in Pakistan and Iran. Since 1991, over 90 percent of the grants awarded have supported rural rehabilitation projects. When necessary, RAP will continue to support short-term relief efforts to ameliorate suffering brought on by civil strife and natural catastrophes. However, the more defining long-term objectives of the program are to increase food production and raise cash incomes.

As Afghanistan is a predominantly agrarian society, efforts to resuscitate its shattered economy must address the needs of small-scale farmers. Almost 90 percent of RAP funding awarded during 1992 supported project activities within the agricultural sector. These activities have included irrigation rehabilitation and agricultural extension services such as seed distribution, seed multiplication, fruit orchard development and farm traction. Such activities increase agricultural production levels, benefitting entire communities, as well as raising farming families' incomes. Other RAP-funded projects implemented during 1992 include a mechanical workshop which services farm machinery and a women's income-

HIGHLIGHTS

- RAP awarded a record-high 33 grants totalling \$2,871,239 in funding during the year. The projects supported under these grants have been implemented by 21 NGOs working in 15 provinces across the country.
- RAP continued to target Afghan NGOs as grant recipients. The proportion of these agencies receiving RAP funding grew to 80 percent, with 17 of the 21 NGOs awarded grants being Afghan organizations.
- RAP's Training Unit implemented a cross-border training program in Ghazni and Wardak provinces. The two-month-long event marked the first time the program had offered training opportunities in Afghanistan.
- The *Rural Assistance Program Manual*, a handbook designed to acquaint potential and actual recipients of grants with the policies and procedures of RAP, was revised to reflect an updated approach to satisfying the requirements of the program.

generation scheme which employs skilled artisans in the production of traditional handicrafts for local and export markets.

RAP has increasingly sought to promote the sustainability of the projects it funds. By providing financial assistance to Afghan NGOs, RAP supports the activities of local institutions capable of establishing long-term working relationships with communities in rural Afghanistan. During the period from July 1988 through December 1990, 30 percent of RAP's grantees were Afghan NGOs. Since 1991, three-quarters of all the NGOs receiving RAP grants have been Afghan organizations.

RAP'S NGO SUPPORT STRATEGY

RAP has established five departments to develop projects, report on activities, monitor project sites, ensure fiscal accountability, and provide project management and community development training for the staff members of its implementing partners. The coordination among these departments provides continuity for RAP's support to NGOs during the project cycle. In 1992, RAP awarded a record-high 33 grants totalling \$2,871,239 in funding during the year. The projects supported under these grants have been implemented by 21 NGOs working in 15 provinces across the country. Since its inception, RAP has awarded 92 grants, amounting to \$15,221,408 in program funding. These grants have supported the activities of 24 international and indigenous NGOs working in 22 of Afghanistan's 30 provinces.

PROPOSAL REVIEW AND EVALUATION

This office assists NGOs in preparing project proposals and developing effective work plans. The RAP proposal review process includes conceptual, technical, and financial components aimed at enhancing NGO capacity for project performance, evaluation, and accountability. RAP works with applicant NGOs to develop viable project concepts and to establish parameters for proposal development. Once an NGO has submitted a proposal, RAP's rigorous technical review ensures that project objectives, activities, and indicators are clear, and that calculations and work norms are correct. During the proposal review process, RAP staff meet frequently with NGO directors, engineers, agronomists, medical staff, and project officers. The Proposal Review office also establishes specific project-related monitoring objectives during proposal development for use by RAP monitors. During project implementation, this department serves as a consultant to grantees, providing technical advice and support.

GRANT ADMINISTRATION/OVERSIGHT

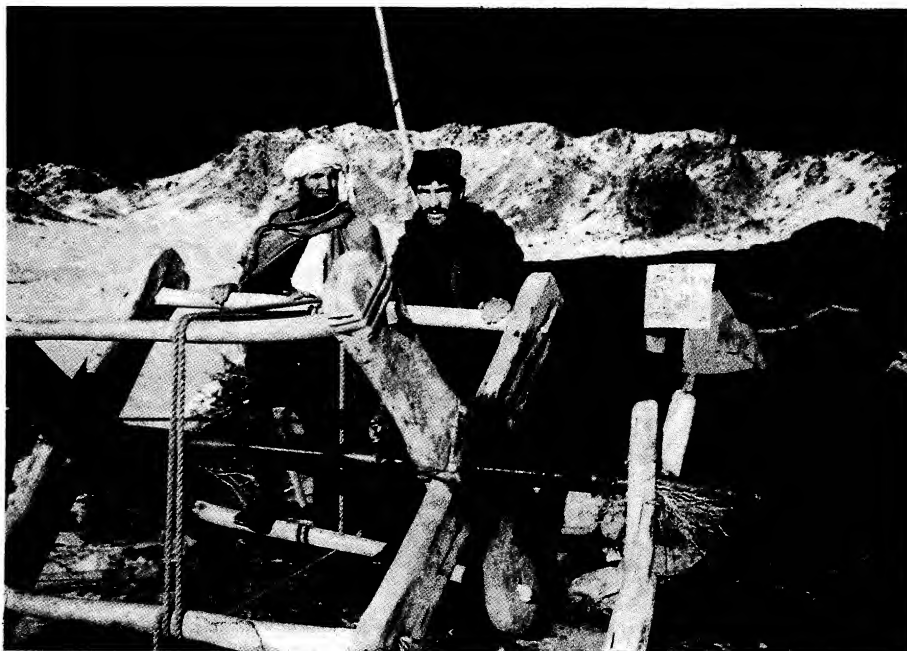
- **Reporting:** The Reporting office reviews project reports, compares project progress with project objectives, verifies data, follows up on outstanding issues, and provides NGOs with guidance in report preparation. This department maintains the database of information about RAP-funded NGO activities and writes summary reports for RAP donors. The Reporting office also serves as a liaison among RAP's offices, facilitating project evaluation based on NGOs' narrative reports and RAP's monitoring and audit reports.

- **Finance:** This office oversees the fiscal management of projects through regular audits and the review of financial reports submitted by grantees. The staff also assist NGOs with internal accounting and financial management systems, conduct periodic workshops for grantee accountants, review proposal budgets and develop instructional materials for grantees. Frequent audits help NGOs to identify and correct irregularities and establish appropriate systems. To date, RAP's internal auditors have audited 44 grants to nine NGOs.
- **Monitoring Unit:** RAP's Monitoring Unit provides on-site inspection of RAP-funded projects. Using their own guidelines and those developed by the Proposal Review office, RAP monitors check the accuracy of proposal data, assess project progress to date, review administration and accounting documentation in the field, and collect information from community members. As needed and possible, RAP monitors visit project sites prior to project approval or implementation to verify the need for a project. RAP's monitors act primarily as data collectors, and monitoring missions are undertaken with the full consent and cooperation of grantees. To date, RAP's monitors have visited 44 projects during 27 separate missions to 15 provinces of Afghanistan.

INSTITUTIONAL DEVELOPMENT

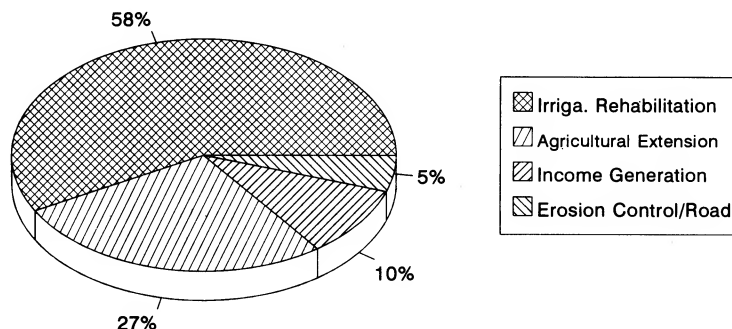
- **Training Unit:** As RAP has evolved, greater emphasis has been placed on the institutional development of Afghan NGOs through administrative and technical training. With the formation of the Training Unit in 1991, RAP began

Coordination for Afghan Relief (COAR), an Afghan NGO working in several provinces of Afghanistan, implemented this RAP-funded karez rehabilitation project in Wardak province. Since 1991, three-quarters of all the NGOs receiving RAP grants have been Afghan organizations. (Photo courtesy of COAR)



providing opportunities for NGO staff to acquire the skills necessary to plan and carry out effective projects. The Training Unit designs and conducts courses in administration and management, field accounting, data collection, report writing, record keeping, community participation, and training methodology to field-based NGO staff. Courses have been offered in Pakistan and Afghanistan. During 1992, the Training Unit trained 170 individual Afghan staff members from 20 different NGOs. The year's training activities included a two-month training program offered in Ghazni and Wardak provinces, marking the first time RAP had offered training opportunities in Afghanistan. Since the Training Unit's inception, 229 NGO employees have participated in a total of 2,500 man-days of training.

1992 RAP Funding by Sector



For details concerning the project proposals approved by RAP and USAID in 1992, refer to Appendix VI, Table 1.

Chart 6



Staff from the Afghan Center for Rural Development (ACRD) plant seeds at a fruit tree nursery in Wardak province, a project funded by IRC's Rural Assistance Program. Of the nearly \$3 million in funds awarded by RAP in 1992, almost 90% supported agriculture projects. (Photo courtesy of ACRD)

MEDICAL CO-FINANCING PROGRAM

IRC's Medical Co-Financing Program provides funding to NGOs implementing health projects for Afghans. The program began in 1989 with a budget of \$1,135,000. Since that time the total cumulative budget has risen to \$3,718,000. Historically, IRC has provided funds for both Pakistan and Afghanistan-based projects, which have supported curative services, training for mid-level health workers, and rehabilitation programs for the disabled.

The Medical Co-Financing Program is administered through the Rural Assistance Program Office (RAP). RAP staff work closely with potential grantees to develop project ideas and proposals. IRC has responsibility for the technical review of all proposals, while final authority for approval or refusal of grant funds is shared jointly by IRC and USAID. Once a grant has been awarded, RAP staff conduct routine financial audits, field monitoring and project evaluations.

In 1992, IRC provided financial assistance to six international and Afghan NGOs. A total of \$370,474 was awarded to organizations implementing projects in Pakistan and Afghanistan. Sub-grantee project activities include: clinical services to women and children, refresher and advanced medical training for health workers, training of traditional birth attendants, a community survey of existing health resources, and training of technicians in the construction of prosthetic devices. For a summary of the grants provided by the program in 1992, refer to Appendix VIII, Table 1.

In response to unfolding events in Afghanistan and to the expected refugee repatriation, IRC and USAID worked together during 1992 to establish new priorities for the Medical Co-Financing Program. The new program objectives reflect a shift away from emergency medical assistance for refugees and Pakistan-based projects. Instead, the program will now target assistance in support of repatriation and reconstruction efforts in Afghanistan. Beginning in 1993, funds will be provided to:

- primary and preventive health projects that improve and protect the health of women and children,
- public health projects such as sanitation and health education/training that serve Afghan communities, particularly those affected by refugees or repatriations.

Increasingly, RAP and the Medical Co-Financing Program are placing a priority on working with Afghan NGOs instead of international organizations. IRC

believes that these NGOs often have a better understanding of Afghan communities than their international counterparts. This strategy also provides greater opportunities for Afghan health professionals to assume a lead role in the reconstruction of their country. The RAP staff work with subgrantees to identify technical assistance needs in the areas of financial management, report writing and program evaluation. Where appropriate, IRC provides training or consultations to help strengthen the organizational capabilities of subgrantees.



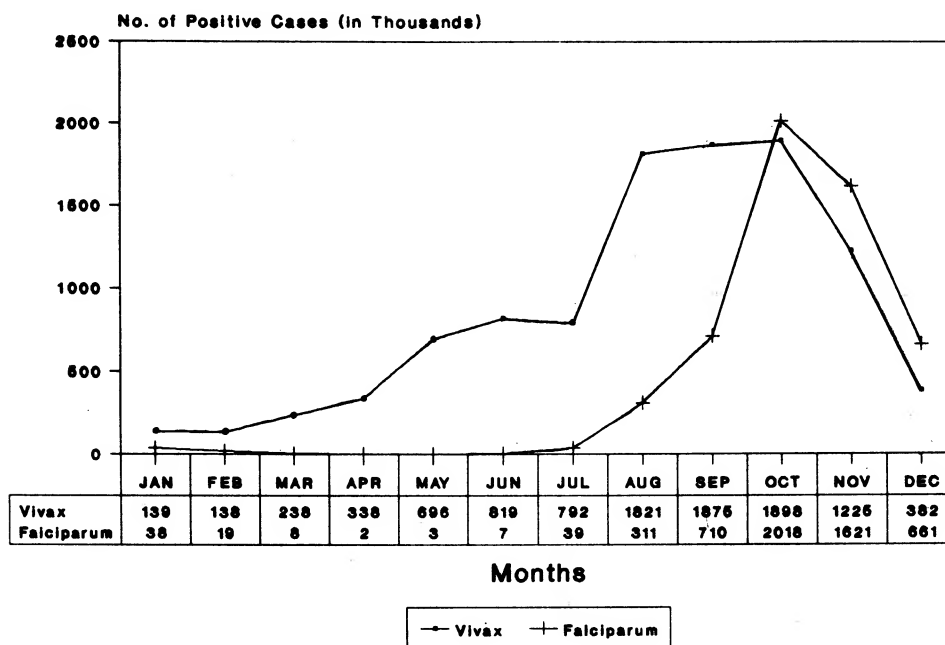
In 1992, IRC's Medical Co-Financing Program funded Handicap International's prosthetics workshop, where this Afghan technician learned how to construct prosthetic devices for amputee victims of mine blasts. During the year, the Medical Co-Financing Program provided over \$370,000 to organizations implementing health projects for Afghans in Pakistan and Afghanistan. (Photo courtesy of Handicap International)

APPENDIX I

HANGU MEDICAL PROGRAM

Graph 1

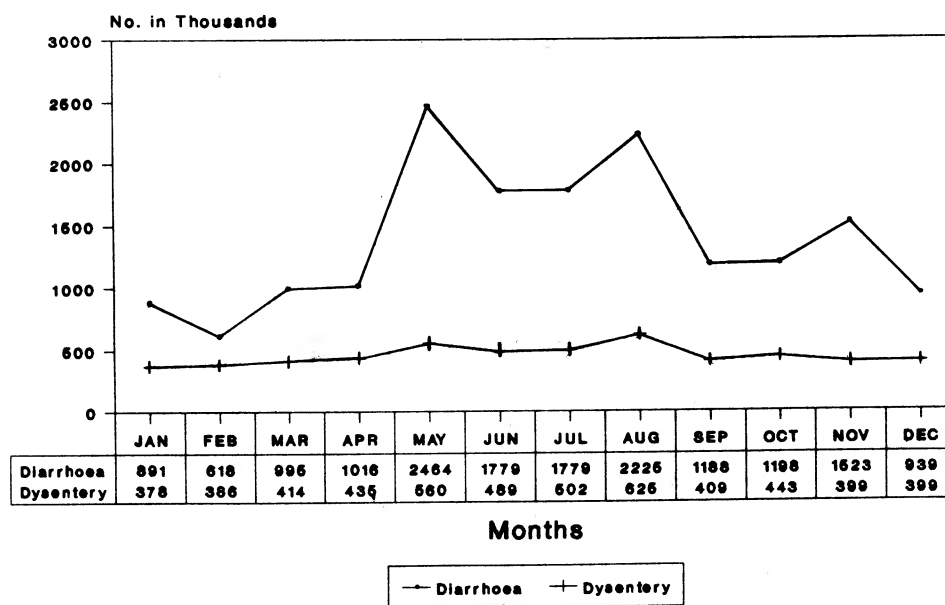
Reported Cases of Vivax and Falciparum Malaria in 1992



TOTAL REPORTED CASES
Vivax = 10,261
Falciparum = 5,433

Graph 2

Incidence of Diarrhoeal Disease in the 13 BHUs in 1992



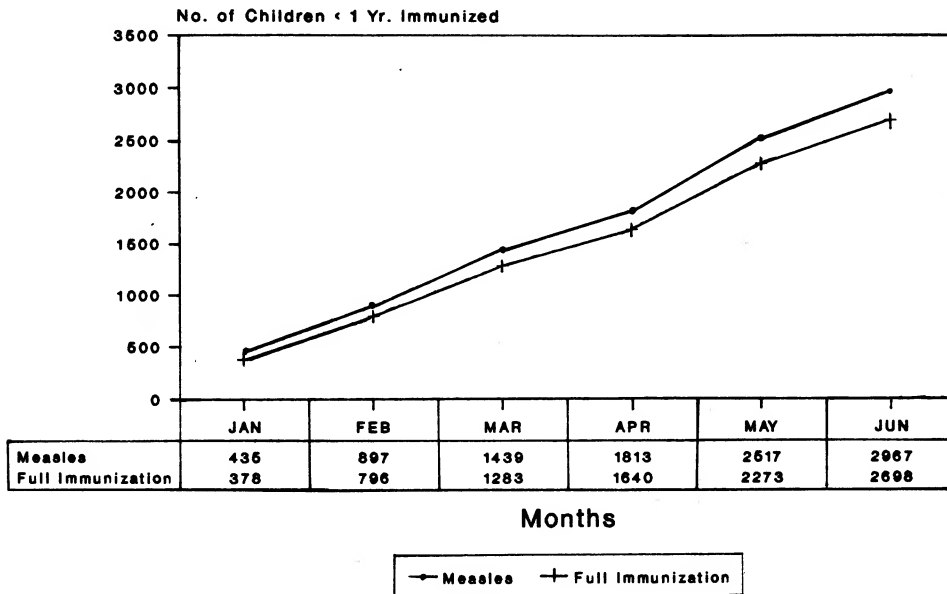
TOTAL CASES
Diarrhoea = 16615
Dysentery = 5437

APPENDIX I

HANGU MEDICAL PROGRAM

Graph 3

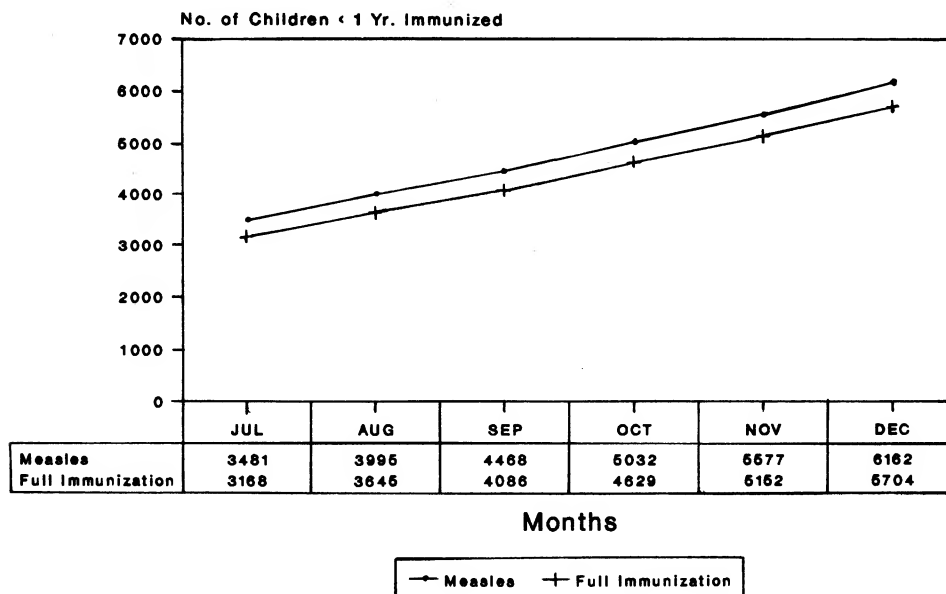
Measles and Full Immunization Coverage for Children Under One Year: January - June 1992



Total Population=200,000
 Target Population (Children<1yr.)=7,400
 Target for 6 Months=3,700

Graph 4

Measles and Full Immunization Coverage for Children Under One Year: July - December 1992



Total Population=178,000
 Target Population (Children<1yr.)=6,660
 Target for 6 Months=3,330

APPENDIX I

HANGU MEDICAL PROGRAM

Table 1
Laboratory Activities During 1992

LABORATORY ACTIVITIES DURING 1992										
TESTS CONDUCTED		1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Total
		Tests	Positive	Tests	Positive	Tests	Positive	Tests	Positive	
1	MP Slides	3,782		7,182		15,110		22,595		48,669
2	Sputum Slides	1,805		1,115		896		1,023		4,839
3	Stool Specimen:									
	E. Hystolic Tropho	284		202	16.2%	257	28.4%	178	7.1%	921
	E. Hystolic Tropho w/ RBC	29	2.1%	60		84		53	2.1%	226
	E. Hystolic Cyst Form	316		185		216		195	7.9%	915
	Giardia	395	28.0%	390	28.2%	112	10.1%	480	19.1%	1,377
	Ascaris	365	26.7%	345	24.9%	17	1.5%	279	11.1%	1,006
	H. Nana	103	14.1%	145	10.2%	2	0.18%	141	5.6%	391
	Other parasites	68	4.9%	91	6.5%	8	0.7%	17	0.6%	184
	Negative	1,375		1,401		652	58.0%	1,156	46.2%	4,584
4	Urine R/E	1,276		973		807		775		3,831
	Urine For Pregnancy	273		249		249		110		881
5	Blood Complete	162		333		220		123		838
	Widal	132		178		259		321		890
	Glycemia	92		114		114		68		388
	Blood Grouping	58		109		109		75		351
6	Semen Analysis	17		60		60		26		163

APPENDIX I

HANGU MEDICAL PROGRAM

Table 2
Maternal Child Health Care Activities During 1992

MCH PROGRAM ACTIVITIES 1992						
	Program Activities	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
1	NEW ANTENATAL					
	Annual Target	7,400	7,400	7,400	6,586	
	Quarter Target	1,850	1,850	1,850	1,646	7,196
	Primigravides	146	191	244	190	771
	Antenatal Visits	1,190	1,406	1,623	1,250	5,446
	Referred to FMO	329	373	397	405	1,504
	Total A/N visits	3,404	3,361	3,979	3,737	14,481
2	REPORTED BIRTHS	2,118	1,692	1,418	1,847	7,075
	ATTENDED BY:					
	FHWs	784	660	500	865	2,809
	LHVs/Dais	111	88	98	91	388
	Others	1,223	944	820	881	3,868
	New born visits	1,551	1,292	1,105	1,210	5,158
	P/N visits	553	539	571	576	2,239
3	NEW MALNOURISHED	80	88	186	101	455
	# of Fed Children	4,369	4,089	6,223	5,589	20,270
	Weight Gained ¹²	69%	58%	63%	70%	65%
	Weight Lost	16%	23%	22%	17%	20%
	No Change	15%	19%	15%	13%	16%
	Observed		215	188	517	920
	Discharged	132	77	35	24	268
	2nd,3rd Deg. Home visits	757	661	126	490	2,034
	Participants		1,872	511	1,248	3,631
4	UNDER 5 VISITS					
	Total visits	38,623	35,484	37,111	36,797	148,018
	Total New Visits	2,533	2,047	1,638	1,925	8,143
	Under 1 year	2,390	1,956	1,549	1,827	7,722
	Feeding Prog. Sessions	156	169	150	148	
	Mothers attended	2,401	1,965	2,811	2,315	9,492
	Under 5 Sessions	312				312
	Mothers of Under 5 Attended	3,804	3,649	3,919	3,955	

APPENDIX I

HANGU MEDICAL PROGRAM

Table 3
Public Health Program Activities During 1992

1992 PUBLIC HEALTH PROGRAM ACTIVITIES					
Female Health Worker (FHW) Program	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
Active FHWs	1,500 - 1,600	982 - 1,235	900 - 1,222	700 - 1,001	700 - 1,600
Pregnant women referred to clinic	4,470	2,796	1,831	4,039	11,918
Referral chits recorded at clinic	---	369	343	279	1,448
Total births reported	2,118	1,692	1,418	1,847	7,075
Births attended by:					
FHWs	784	660	500	865	2,809
LHVs & dais	111	88	98	91	388
Other	1,223	944	820	881	3,868
Children under 5 referred to clinic	19,100	10,686	4,054	11,588	40,647
Referral chits recorded at clinic	---	---	---	1,146	7,840
FHWs attended refresher course	226	258	259	258	1,001
Community Health Worker (CHW) Program					
Active CHWs	---	792	693 - 750	651 - 693	651 - 818
CHW home visits	68,689	63,415	63,287	59,375	256,766
CHW home treatment cases	67,907	91,286	85,981	81,203	353,481
Cases treated:					
diarrhoea	20,523	22,455	22,257	17,277	82,512
cough	27,118	21,668	17,073	20,635	86,494
fever	30,581	31,070	31,180	27,371	120,202
skin diseases	16,803	16,093	15,471	15,920	64,273
CHW patients referred to BHUs	43,620	42,940	42,605	43,498	172,663
BHU patients referred to CHWs	3,655	4,187	4,216	5,232	17,292
Active CHSs	27	27	26 - 27	24	23 - 27
CHS visits to CHWs	1,769	1,695	1,595	1,591	6,640
CHS health session participants (# of sessions)	22,651 (882)	28,195 (1,046)	21,639 (686)	41,047 (804)	100,908 (3,418)
By location:					
BHUs	8,356 (304)	11,652 (357)	12,459 (338)	12,624 (303)	45,011 (1302)
Schools	11,605 (360)	10,941 (373)	2,666 (70)	21,652 (238)	34,320 (1041)
Camps	2,690 (218)	5,602 (316)	6,514 (278)	6,771 (263)	21,577 (1075)
Refresher courses led by CHSs	27	33	15	32	107
CHWs trained	481	571	211	505	1,768

APPENDIX I

HANGU MEDICAL PROGRAM

Table 4
Sanitation Program Activities During 1992

SANITATION PROGRAM ACTIVITIES DURING 1992						
1	LATRINES CONSTRUCTED:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
	Schools	32	22	2	20	56
	Refugees	70	21	17	7	116
	BHUs	7	0	0	18	25
	Subtotal:	109	43	19	26	197
2	LATRINES MAINTAINED:					
	Schools	9	3	7	7	26
	BHUs	7	3	7	1	11
	Subtotal:	16	6	7	8	37
4	WASTE DISPOSAL:					
	Burned	158	223	211	309	901
	Buried	63	128	67	188	446
	Collected	16	63	30	119	259
	Subtotal:	262	420	308	616	1,606
6	CLEANED SURROUNDING AREAS OF:					
	Wells	207	332	405	188	1,127
	Surface tanks	83	153	91	53	380
	Subtotal:	290	485	491	241	1,507
6	CONTROL MOSQUITO BREEDING SITE:					
	Stagnant ponds filled	41	103	63	227	461
	Drained	65	71	150	140	426
	Kerosine oil added	41	99	140	130	410
	Subtotal:	147	273	380	497	1,297

APPENDIX II

HEALTH EDUCATION RESOURCE CENTER

Table 1
Agencies Who Used HERC Services in 1992

Agencies Who Used HERC Services in 1992			
Name of Agency	HERC Services		
	Donated/Sold Materials	Library Materials	Media Room Equipment
Afghan Eye Hospital	x	x	
Afghanistan Information Center	x		
Afghan Health & Social Assistance Organization		x	x
Afghan Ob/Grn. Hospital			x
Afghanistan Interim Govt.- Ministry of Public Health			x
Afghanistan Reconstruction Consultants	x		x
Afghanistan Vaccination and Immunization Center	x	x	x
Afghan Women's Resource Center	x		
Afghan Health Service Program	x		
Aide Medicale International	x		
Austrian Relief Committee	x		x
Church World Service/Pakistan		x	
Cooperation Center for Afghanistan	x		
Danish Committee for Aid to Afghan Refugees	x	x	
Dorsch Consult	x		
Free Welfare Society for Afghanistan		x	
German Afghan Foundation	x		
German Society for Technical Cooperation	x	x	x
Handicap International	x		
Human Concern International		x	
Institute of Public Health	x	x	x
International Islamic Relief Organization			x
International Medical Corps.		x	
Iodine Deficiency Control Program	x		
IRC Hangu Medical Program		x	
IRC Kodakistan Education Program	x	x	
IRC Language Development Program		x	

(Table continued next page)

APPENDIX II

HEALTH EDUCATION RESOURCE CENTER

Table 1 (continued)

Agencies Who Used HERC Services in 1992

Agencies Who Used HERC Services in 1992			
Name of Agency	HERC Services		
	Donated/Sold Materials	Library Materials	Media Room Equipment
IRC Main Office		x	x
IRC Rehabilitation Program for Afghanistan	x		x
IRC Rural Assistance Program	x	x	
IRC Wheat-Based Oral Rehydration Project			x
IRC Women's Health Educator Training Program	x	x	x
Lady Reading Hospital		x	
Lajnat-al-Dawa Hospital	x	x	x
League of Red Cross and Red Crescent Society	x		
Leprosy Control and Related Development Project in Afghanistan	x		
Management Sciences for Health	x	x	x
Medical Officer I.D.D. Control Program, NWFP		x	x
Medicins San Frontiers-Belgium/Holland	x	x	x
Mercy Corps International	x		
Muslim Aid		x	
Norwegian Committee		x	
Ockenden Venture	x		
Reconstruction Organization		x	
Save the Children Fund (Sweden)		x	
Save the Children Fund (UK)	x	x	x
St. Thomas Community Health Center	x		
Swedish Committee for Afghanistan	x	x	
U.N.I.C.E.F.			
United Nations Development Program	x	x	
World Health Organization	x	x	
Total: 51 Agencies used HERC services in 1992			

APPENDIX III

FEMALE EDUCATION PROGRAMS: The Women's English Language Program

Table 1
Summary of WELP's English Teaching Activities During 1992

Summary of WELP's English Teaching Activities in 1992					
Term	# teachers	# classes	# students enrolled	# students end of term	# graduated
1st: Jan 19 - May 20	15	14	395	325	12
2nd: Aug 2 - Nov 30	13	17	396	349	34

Table 2
Summary of WELP's Teacher Training Activities in 1992

Summary of WELP's Teacher Training Activities in 1992			
Training	Duration	Dates	Number Trained
Intensive English Cum Teacher Training (IECTT) course	6 months	Mar - Aug	7 advanced-level English teachers
Potential Teacher Training (PTT) workshops:	3 weeks	Jun 15 - Jul 5	16 potential English teachers
	4 weeks	Dec 3 - 27	15 potential English teachers
Teacher Trainer Training	4 weeks (during 2nd PTT workshop)	Dec 3 - 27	3 teacher trainers

Female Education Teacher Training Program

Table 3
Teacher Training and Monitoring Activities in 1992

Teacher Training & Monitoring Activities: 1992						
Training	Duration	Dates	Location	# Sections	Status (yr. end)	# Teachers Trained
Technique Seminars:	12 days	July	Shamsatu camp	2 (simultaneous)	completed	55
	20 days	August	Lycee Al-Mohmenat, Faqirabad, Peshawar	2 (simultaneous)	completed	88
	24 days	Dec -	FETT office	2 (am & pm)	in progress	52
Technique Workshops:	6 days	Dec -	Pabi camp	1	in progress	7
Monitoring Visits: 57 teachers were visited during October, November and December.						

APPENDIX III

FEMALE EDUCATION PROGRAMS: Women's Public Administration Program

Table 4
Summary of Courses Offered During the Fourth Quarter

WPA Courses Offered During the Fourth Quarter							
Course	Duration	Dates	# Sessions	Status (end of quarter)	Beginning Enrollment	Current Enrollment/Graduated	Next Course
Office Management	6 months	Sep -	1	in progress	26	10	Mar - Aug
Typing & Computer	5 months	Aug - Dec	2 ¹³	completed	36	36	Feb - Jun
Advanced Computer	6 months	Jul - Dec	2	completed	30	30	Feb - Jul
Entrepreneurship	3 months	Oct - Dec	1	completed	14	10	Feb - Apr
NGO Intensive Workshops:							
Lotus 1-2-3	8 days	Nov	1	completed	4	4	based on demand

Kodakistan Education Program

Table 5
The Number of Children Attending Kodakistans Supported by the Kodakistan Education Program During 1992

No.	Name of the Kodakistan	Girls	Boys	Total Attendance
1.	Kababian	34	11	45
2.	Khurasan	16	24	40
3.	Pawaka	17	18	35
4.	Kacha Gari	32	25	58
5.	Palosai	31	29	60
6.	Bara Gate	26	25	51
7.	Neemat Mahal	24	18	42
3.	Hayat Abad	19	16	35
5.	Lycee Malalai	13	11	24
10.	Gharib Abad	35	22	57
11.	Kahi	24	10	34
12.	Shin Dand	30	11	41
13.	KEP on-site	36	31	67
14.	Islamabad	50	37	87
Total: 14 kodakistans		387	289	676

APPENDIX IV

HANGU COMMUNITY EDUCATION PROGRAM

Table 1
Summary of Teacher Training Activities in 1992

TEACHER TRAINING ACTIVITIES			
Type of Seminar	# of Seminars	# of Teachers Trained	# of Monitoring Visits
Pedagogical	12	370	117
Subject-Matter (Math/Geo.)	3	132	
Total	15	502	117

Table 2
Summary of Material Support for Afghan Group Primary Schools in 1992

MATERIAL SUPPORT FOR AFGHAN GROUP PRIMARY SCHOOLS			
Period of Assistance	# of Schools Supported	# of Students	# of Monitoring Visits
Start of Academic Yr. (91/92)	332	52,371	118 (Jan - Jun)
Continued Deliveries Jan - Jun 1992	17	2,292	
Start of Academic Yr. (92/93)	26 ¹⁴	6,025	

Table 3
Summary of Material Support for Community-Initiated Primary Classes in 1992

MATERIAL SUPPORT FOR COMMUNITY-INITIATED PRIMARY CLASSES AND SCHOOLS						
School/Class	# of Classes		# of Students		# of Monitoring Visits	
	Jan-Jun 1992	Fall 1992	Jan-Jun 1992	Fall 1992	Jan-Jun 1992	Fall 1992
Naryab School	17	17	583	676	394	327
Primary Classes	32	33	Girls	228		
			Boys	527		
			Total	755		
Total	49	50	1,338	1,627	394	327

APPENDIX V

SCIENCE AND TECHNOLOGY PROGRAM:

Teacher Training and Textbook Program

Table 1

Figures on Teacher Training Seminars and Number of Textbooks and Supplies Distributed for January through December 1992

TEACHER TRAINING SEMINARS									
Seminars		Jan 5- Feb 3	Feb 4- Mar 3	Apr 26- May 14	Jun 15- Jul 14	Jun 15- Jul 14	Jul 19- Aug 18	Jul 19- Aug 18	Total
No. of teachers		47	51	24	31	62	53	12	280
Type of teacher ¹⁵		sec	mid	D/P	D/P	sec	sec	D/P	
No. of schools		13	30	12	16	15	14	7	107
Teachers from political party schools		42	0	24	30	51	51	10	208
Teachers from commissionerate schools		5	51	0	1	11	2	2	72
Teachers at different levels in seminars	BEG	21	24	24	31	30	33	12	175
	ADV I	13	27	0	7	16	11	0	72
	ADV II	8	0	0	0	16	9	0	33
	Pushto	0	0	12	15	0	0	6	33
	Dari	0	0	12	16	0	0	6	34
TEXTBOOKS									
		Number of Schools				Total			
Printed/reprinted textbooks						120,500			
Lab sets distributed		5				5			
Textbooks distributed	PAK	20				70,660			
	AFGH	5				9,972			
	Total	25				80,632			

APPENDIX V

SCIENCE AND TECHNOLOGY PROGRAM: Experimental School of the Sciences

Table 2
Student Registration and Enrollment Figures and Experiments Performed as of December 1992

Grade	12	11	10	9	8	7	Total
Students registered for 1992/93	112	142	205	218	164	249	1090
Students who took screening exam	94	93	173	197	138	213	908
New students accepted	19	23	22	13	20	48	145
Students attending classes	68	71	10	38	41	48	336
Students dismissed	2	9	10	2	5	0	28
Experiments performed	20	14	13	9	6	6	68
Students attending computer course	8	9	3	9	0	0	8
Students attending typewriting course	2	2	3	2	5	0	14

APPENDIX VI

REHABILITATION PROGRAM FOR AFGHANISTAN: Community Education Project

Table 1
Summary of Teacher Training and Material Support Activities in Afghanistan in 1992

Teacher Training and Material Support in Afghanistan in 1992					
Province	Paktia	Paktika	Logar	Nangarhar	TOTAL
Pedagogical Seminars	1	1	2	---	4
Teachers trained	41	29	75	---	145
Schools Supported	17	17	127	39	200
Students supported	5,019 in both provinces		14,773*	36,637**	56,429

* 14,641 boys and 132 girls

** 9,450 girls and 27,187 boys

APPENDIX VII

RURAL ASSISTANCE PROGRAM

Table 1
Project Proposals Approved by RAP and USAID during 1992

GRANT NUMBER	NGO*	GRANT AMOUNT	PROVINCE(S)	SECTOR(S)	GRANT PERIOD
60	KAG	\$47,088	Ghazni	Irrigation	03/01/92-12/31/92
61	HAFO	\$57,420	Kandahar	Irrigation	02/01/92-01/31/93
62	CBR	\$49,078	Takhar	Irrigation	03/15/92-01/31/93
63	CoAR	\$45,408	Ghazni; Logar; Wardak	Agriculture	01/01/92-11/30/92
64	CHA	\$100,923	Farah	Irrigation	03/15/92-03/15/93
65	CHA	\$102,692	Farah	Irrigation	03/15/92-03/15/93
66	CHA	\$52,665	Farah	Irrigation	03/15/92-03/15/93
67	CHA	\$82,032	Farah	Irrigation	03/15/92-03/15/93
68	Solidarites	\$32,773	Wardak	Irrigation; Road Repair	04/01/92-06/30/92
69	Solidarites	\$104,985	Bamiyan	Irrigation	05/15/92-10/15/93
70	ESAR	\$37,155	Kandahar	Irrigation	05/15/92-11/15/92
71	PRB	\$25,068	Takhar	Agriculture	05/15/92-01/15/93
72	PRB	\$26,524	Kapisa	Agriculture	05/15/92-01/15/93
73	ADA	\$19,745	Uruzgan	Irrigation	06/01/92-11/30/92
74	ARA	\$50,668	Baghlan	Agriculture	05/15/92-05/14/93
75	CHA	\$30,185	Farah	Mechanical Workshop	05/15/92-02/28/93
76	AFR	\$223,325	Logar	Agriculture; Irrigation	05/15/92-05/14/93
77	AAD	\$192,767	Takhar	Irrigation	06/01/92-12/31/92
78	SCF	\$333,954	Ghazni	Agriculture; Irrigation; Road Repair	05/01/92-04/30/93
79	SCF	\$281,787	Baghlan; Ghazni; Nangarhar	Income Generation	05/01/92-04/30/93
80	START	\$21,049	Wardak	Agriculture	05/15/92-11/14/92
81	CoAR	\$261,437	Ghazni	Agriculture; Irrigation; Road Repair	05/01/92-02/28/93
82	CoAR	\$209,293	Ghazni; Wardak	Agriculture; Irrigation; Road Repair	05/01/92-02/28/93
83	RDA	\$64,341	Laghman	Irrigation	06/15/92-??/??/??
84	ADA	\$53,540	Zabul	Agriculture	08/01/92-12/31/92
85	CBR	\$37,914	Parwan	Irrigation	08/01/92-12/31/92
86	FRF	\$53,724	Farah	Irrigation	09/01/92-02/15/93
87	CHA	\$39,264	Farah	Irrigation	07/15/92-05/14/93
88	ARR	\$52,495	Laghman	Irrigation	08/01/92-12/31/92
89	RAFA	\$74,300	Logar	Irrigation	08/25/92-12/25/92
90	ARO	\$46,574	Logar	Irrigation	09/01/92-06/30/93
91	EAFA	\$29,836	Kandahar	Irrigation	11/01/92-03/04/93
92	ACRD	\$31,230	Wardak	Agriculture	11/01/92-06/15/93
33 grants	21 NGOs	\$2,871,239	15 provinces		

*See the following page for a list of the organizations represented by the acronyms used in this table.

APPENDIX VII

RURAL ASSISTANCE PROGRAM

Table 1 (Continued)

List of the organizations represented by the acronyms used on the previous page:

Afghan Center for Rural Development (ACRD)
Afghan Development Association (ADA)
Afghanaid (AAD)
Afrane (AFR)
Agricultural Rehabilitation of Afghanistan (ARA)
Afghanistan Rehabilitation Organization (ARO)
Afghan Relief and Rehabilitation (ARR)
Consultant Bureau for Reconstruction (CBR)
Coordination of Afghan Relief (CoAR)
Coordination of Humanitarian Assistance (CHA)
Engineering Services for Afghanistan Reconstruction (ESAR)
Environmental Awareness Foundation of Afghanistan (EAFA)
Farah Reconstruction Foundation (FRF)
Helping Afghan Farmers Organization (HAFO)
Khorasan Assistance Group (KAG)
Pamir Reconstruction Bureau (PRB)
Reconstruction Authority for Afghanistan (RAFA)
Reconstruction and Rural Development of Afghanistan (RDA)
Save the Children Federation - US (SCF)
Short Term Assistance for Rehabilitation Team (START)
Solidarites Afghanistan (SOLAF)

APPENDIX VIII

MEDICAL CO-FINANCING PROGRAM

Table 1

Summary of the Medical Co-Financing Program Activities in 1992

SUMMARY OF MEDICAL CO-FINANCING PROGRAM GRANTEE ACTIVITY FOR 1992			
NAME OF AGENCY	PROJECT LOCATION	TYPE OF ACTIVITY	AMT. DISBURSED BETWEEN 01/01/92 - 12/31/92
Afghan Obstetrics & Gynecology Hospital	Peshawar, Pakistan	Outpatient and inpatient medical care for women and children.	\$130,000
Medical Refresher Course for Afghans	Hyatabad, Pakistan	Specialized advanced medical courses for mid-level health workers.	\$29,716
Medical Training for Afghans	Hyatabad, Pakistan	One year training for mid-level health workers.	\$28,474
German Afghanistan Committee	Chak-e-Wardak, Afghanistan	Hospital clinical services for men, women and children.	\$50,000
Handicap International	Quetta, Pakistan Ghazni, Kandahar, and Helmand Afghanistan,	Training in construction of prostheses for technicians; operation of prosthetic rehabilitation workshops in Afghanistan.	\$124,284
Aide Medicale Internationale Afghanistan	Logar, Afghanistan	Assessment of area clinics; evaluation of health worker skills and follow-up training; training of traditional birth attendants.	\$8,000

ENDNOTES

1. Mr Khalilula Faiz, a communications specialist, received first prize from the UNDCP *Afghanistan Rehabilitation and Reconstruction Project 1992 Poster Competition*. Mr. Zalmai Haidery, an artist with HERC, was awarded *Third Prize* in this competition. These award winning pieces will be used to create publicity materials for the United Nations Drug Control Programme's anti-drug abuse campaign in refugee camps and inside Afghanistan. The Asian Cultural Centre for UNESCO (ACCU) awarded a HERC design third prize for its entry in their international competition titled *Fully Illustrated Literacy Materials*, which was held in Tokyo. The design was one of over 140 entries received from 13 countries of the region.
2. a) Coverage in excess of 100% is a result of individuals, who are not counted in the camp census, coming for vaccinations at the EPI clinics. This includes Afghan refugees from camps served by other agencies and members of the local population. In addition, there is a certain margin of error in the population estimates.

b) A child who is fully immunized has received one dose of the BCG vaccine (can be given any time), three doses of the polio/DPT vaccine and one dose of the measles vaccine (given at nine months old).
3. James P. Grant, *The State of the World's Children 1992* (Oxford: Oxford University Press), p. 72.
4. Dr. Lynn Carter, *Assessment of Current Activities and Priorities in Primary Education and Afghan Teacher Training for Afghans* (paper researched for UNICEF, 1991), p. 7.
5. For a discussion of the poor quality of teaching often found in refugee camps and in Afghanistan and recommendations for investments in teacher trainer and teacher training, see UNICEF's *Assessment of Current Activities and Priorities in Primary Education and Teacher Training for Afghans*, pp. 13, 25-29, 32, and 36-39.
6. Susan Holcombe, *Draft Situation Analysis of Afghanistan* (paper commissioned by UNICEF, 1990), p. 55.
7. Lockheed and Verspoor, p. 53; See also: P. Neumann, *Publishing for Schools: Textbooks and the Less Developed Countries: World Bank Staff Working Paper No. 398* (Washington, D.C.:1980); P. Altbach, "Key Issues of Textbook Provision in the Third World," in *Prospects: Quarterly Review of Education* (1983: 13, 3). pp. 315-325.
8. Lockheed and Verspoor, p.59. See also: J. Armitage and others, *School Quality and Achievement in Rural Brazil: World Bank Education and Training Department Discussion Paper EDT No. 25* (Washington, D.C.: 1986).
9. For a discussion of the poor quality of teaching often found in refugee camps and in Afghanistan and recommendations for investments in teacher trainer and teacher training, see UNICEF's *Assessment of Current Activities and Priorities in Primary Education and Teacher Training for Afghans*, pp. 13, 25-29, 32, and 36-39.
10. Lockheed and Versopoor, pp. 69-76; see also: J. Stallings and D. Tipek (1986). "Research on Early Childhood and Elementary School Teaching Programs," in M. Wittrock (ed.) *Handbook of Research on Teaching* (New York: Macmillan); A. Versopoor, *Pathways to Change: Improving the Quality of Education in Developing Countries* (Washington D.C.: World Bank Discussion Paper No. 53, 1989).
11. Inger W. Boesen, Ten Years of War and Civil War in Afghanistan: An Educational Catastrophe for an Entire Generation (Copenhagen: 1988), p. 5.
12. The figures for children who have gained or lost weight or had no change in their weight, are representative for the quarter. They are taken from the last month in each quarter. The percentage given is out of the total number of malnourished children registered at that time.
13. The Typing and Computer Course and the Advance Computer Course both hold two 90-minute sessions each day for two different groups of students.
14. Nineteen schools were surveyed and received textbooks, supplies and teacher and staff stipends. The survey of seven additional schools began in December and will be completed in January 1993. These schools have received teacher and staff stipends and will receive books and supplies in January.
15. The abbreviations represent secondary and middle school teachers and Dari/Pushto teachers.

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